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THE  
Randolph-Macon System  
OF  
Colleges and Academies.

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I. RANDOLPH-MACON COLLEGE,  
ASHLAND, VA.

Chartered 1830. Opened 1832.

II. RANDOLPH-MACON WOMAN'S COLLEGE,  
LYNCHBURG, VA.

Opened 1893.

III. RANDOLPH-MACON ACADEMY,  
BEDFORD CITY, VA.

Opened 1890.

IV. RANDOLPH-MACON ACADEMY,  
FRONT ROYAL, VA.

Opened 1892.

V. RANDOLPH-MACON INSTITUTE,  
DANVILLE, VA.

Opened 1897.

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CATALOGUE FOR 1897-1898.  
ANNOUNCEMENTS FOR 1898-1899.

---

LYNCHBURG, VA.:  
J. P. BELL COMPANY, BOOK AND JOB PRINTERS.  
1898.

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# The Randolph-Macon System.

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The Randolph-Macon System of Colleges and Academies comprises now five institutions: (1) Randolph-Macon College, at Ashland, Va., chartered in 1830 ; (2) Randolph-Macon Academy, at Bedford City, Va., established in 1890; (3) Randolph-Macon Academy, at Front Royal, Va., established in 1892; (4) Randolph-Macon Woman's College, at Lynchburg, Va., established in 1893; and Randolph-Macon Institute, Danville, Va., admitted 1897.

These five institutions are owned by one self-perpetuating Board of Trustees, chartered by the State of Virginia, which has been entrusted by public-spirited Christian men and women with nearly three-quarters of a million dollars for the purpose of providing the best facilities for the education of young men and women under Christian influences. It is not sought or desired to influence the denominational preferences of students, but the officers in charge consider themselves under obligations to conform to the moral standards and religious usages of the Methodist Episcopal Church, South, under whose auspices the institutions were established. These schools and colleges are the contribution of that Church and of other patrons of Christian education who have confidence in its administration of such trusts, to the uplifting of the world by this means. The work is entirely benevolent. There are no stockholders, nor are the executive officers financially interested. The funds contributed for the purpose are applied to the best advantage for the making of noble men and women, and not to make money for any one. Any surplus of receipts is at once applied to improving the facilities or enlarging the corps of instructors.

The following pages furnish detailed information concerning each of the institutions belonging to the system as it is to-day. It admits of enlargement and expansion and, we trust, will continue to grow in power and in usefulness. Correspondence on business of the System as a whole should be addressed to Chancellor WM. W. SMITH, A. M., LL. D., Lynchburg, Va.



# CATALOGUE, 1897-1898.

## BOARD OF TRUSTEES.

PRESIDENT—BISHOP JNO. C. GRANBERY, D. D.  
 FIRST VICE-PRESIDENT—REV. R. N. SLEDD, D. D.  
 SECOND VICE-PRESIDENT—REV. S. K. COX, D. D.  
 RECORDING SECRETARY—REV. PAUL WHITEHEAD, D. D.

	ELECTED
RICHARD IRBY.....	Ashland, Va..... 1854
BISHOP JOHN C. GRANBERY.....	Ashland, Va..... 1865
REV. ALEX. G. BROWN, D. D.....	Ashland, Va..... 1871
BISHOP ALPHEUS W. WILSON.....	Baltimore, Md..... 1871
REV. WILLIAM W. WALKER.....	Oldham's Cross Roads, Va..... 1871
REV. PAUL WHITEHEAD, D. D.....	Richmond, Va..... 1875
JAMES B. PACE.....	Richmond, Va..... 1876
REV. R. N. SLEDD, D. D.....	Danville, Va..... 1877
LEROY S. EDWARDS.....	Richmond, Va..... 1877
RICHARD B. DAVIS.....	Petersburg, Va..... 1877
REV. JOHN J. LAFFERTY, D. L.....	Crozet, Va..... 1879
REV. P. H. WHISNER, D. D.....	Staunton, Va..... 1879
REV. J. S. HUTCHINSON.....	Baltimore, Md..... 1882
REV. S. K. COX, D. D.....	Winchester, Va..... 1882
REV. W. E. JUDKINS, D. D.....	Ashland, Va..... 1883
JOHN P. BRANCH.....	Richmond, Va..... 1883
C. V. WINFREE.....	Lynchburg, Va..... 1883
WILBUR J. KILBY..	Suffolk, Va..... 1883
E. S. CONRAD.....	Harrisonburg, Va..... 1885
P. V. D. CONWAY.....	Fredericksburg, Va..... 1886
REV. J. LESTER SHIPLEY.....	Gardenville, Md..... 1887
REV. RICHARD FERGUSON.....	Amelia Courthouse, Va..... 1887
E. B. PRETTYMAN.....	Baltimore, Md..... 1887
REV. S. S. LAMBETH, D. D.....	Churchland, Va..... 1888
REV. J. D. HANK.....	Norfolk, Va..... 1888
J. P. PETTYJOHN.....	Lynchburg, Va..... 1888
A. S. BUFORD.....	Richmond, Va..... 1888
E. D. NEWMAN.....	Woodstock, Va..... 1888
REV. J. P. GARLAND, D. D.....	Norfolk, Va..... 1891
F. H. CHALMERS.....	Salem, Va..... 1891
REV. B. F. LIPSCOMB.....	Danville, Va..... 1892
REV. J. W. DUFFEY.....	Winchester, Va..... 1892
G. R. HILL.....	Alexandria, Va..... 1892

## ELECTED

E. E. JACKSON.....	Salisbury, Md.....	1892
REV. W. E. EDWARDS, D. D.....	Danville, Va.....	1894
R. W. PEATROSS.....	Danville, Va.....	1894
GEO. B. FINCH.....	Boydton, Va.....	1894
REV. J. E. ARMSTRONG.....	Baltimore, Md.....	1895
REV. DAVID BUSH.....	Front Royal, Va.....	1895
ROBT. MAGRUDER.....	Arlington, Md.....	1895
GEO. L. NEVILLE.....	Portsmouth, Va.....	1896
REV. W. G. STARR, D. D.....	Richmond, Va.....	1896
REV. J. C. REED.....	Lynchburg, Va.....	1897
JOS. E. WILLARD.....	Fairfax, Va.....	1898

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REV. W. C. VADEN.....	Onancock, Va.....	<i>President</i>
REV. T. N. POTTS, D. D.....	Richmond, Va.....	<i>First Vice-President</i>
S. D. TURNER.....	Richmond, Va.....	<i>Second Vice-President</i>
C. K. WILLIS.....	Richmond, Va.....	<i>Cor. Sec. and Treasurer</i>
PROF. R. B. SMITHEY.....	R.-M. College.....	<i>Recording Secretary</i>

Orator for June, 1898, CHARLES W. TILLET, Charlotte, N. C.



## OFFICERS OF INSTRUCTION AND ADMINISTRATION.

---

WILLIAM W. SMITH, A. M., LL. D.,  
CHANCELLOR OF THE RANDOLPH-MACON SYSTEM.

### I. RANDOLPH-MACON COLLEGE, Ashland, Va.

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*Professor of Latin.*

DE LA WARR B. EASTER, A. M.,  
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*Professor of Chemistry and Geology.*

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*Director of the Department of Physical Culture.*

RICHARD IRBY,  
*Secretary and Treasurer.*

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*College Physician.*

REV. W. H. ATWILL,  
*Chaplain.*

## II. RANDOLPH-MACON WOMAN'S COLLEGE,

LYNCHBURG, VA.

WILLIAM W. SMITH, A. M., LL. D.,  
PRESIDENT.

F. W. MARTIN, M. S., PH. D.,\*  
*Vice-President.*

NICHOLAS KNIGHT, A. M., PH. D.,  
*Acting Vice-President.*

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JOSEPH L. ARMSTRONG, A. M.,  
*Professor of English.*

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*Professor of Chemistry and Geology.*

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*Acting Professor of Chemistry and Geology.*

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*Professor of Mathematics and Pedagogy.*

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*Adjunct Professor of Physics and Biology.*

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*Professor of French and German.*

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*Professor of Art.*

MRS. SALLIE L. MAHOOD,  
*Instructor in Art.*

MISS MADELINE MAPP,  
*Instructor in Elocution.*

MISS ADDIE TAYLOR,  
*Instructor in English.*

MISS ALICE HARGROVES,  
*Instructor in Geometry and Trigonometry.*

MISS E. EDITH CHEATHAM, A. M.,  
*Instructor in Algebra and Analytical Geometry.*

MISS CELESTE ALSPAUGH, A. B.,  
*Instructor in French.*

---

\* On leave of absence in Leipzig until September, 1898.

† On leave of absence in Paris until September, 1898.



## THE RANDOLPH-MACON SYSTEM.

MISS MARGARET C. LONG,  
*Assistant in Chemistry.*

---

CHARLES W. LANDON,  
*Director of Music.*

LOUIS SCHEHLMANN,  
*Professor Vocal Music.*

WM. S. ADAMS,  
*Professor of Piano Music.*

GIOVANNI OTTAIANO,  
*Instructor in Violin.*

MISS MAY E. SMITH,  
*Instructor in Instrumental Music and Harmony.*

MISS M. BLAKEY SHARP,  
MISS CLARA LOUISE HARDENBERGH,

MISS GRACE TEMPLE POST,  
*Instructors in Piano Music.*

MISS MADELINE MAPP,  
*Instructor in Vocal Music.*

MISS ALICE HARGROVES,  
*Director of Physical Culture.*

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REV. HENRY P. HAMILL,  
*Secretary and Treasurer.*

A. W. TERRELL, M. D.,  
*College Physician.*

J. L. ARMSTRONG,  
*Librarian.*

REV. R. M. SAUNDERS,  
*Chaplain.*

MRS. JOHN DAVENPORT BLACKWELL,  
*Matron.*

MISS JENNIE D. WOODWARD,  
*Housekeeper.*

---

## III. RANDOLPH-MACON ACADEMY, Bedford City, Va.

## PRINCIPALS :

A. M. HUGHLETT, A. M.  
E. SUMTER SMITH (Grad. Univ. Va.)

## INSTRUCTORS :

IRVING HALL BLACKWELL, A. B.  
CHARLES GRAHAM EVANS, A. M.  
JOHN HENRY ROBERTSON, A. B.  
BRADFORD KILBY, A. M.

MRS. A. M. HUGHLETT.

(Music.)

DIRECTOR PHYSICAL CULTURE:

CHAS. G. EVANS.

PHYSICIAN:

R. G. O'HARA, M. D.

MATRON:

MRS. M. A. LUCKETT.

CATERER:

J. GORDON SMITH.

---

#### IV. RANDOLPH-MACON ACADEMY, Front Royal, Va.

PRINCIPAL.

WM. W. SMITH, A. M., LL. D.

INSTRUCTORS:

BENJAMIN W. ARNOLD, A. M., PH. D.

CHARLES L. MELTON, A. M.

CHARLES A. BROWN, A. M.

ERNEST L. WOOLF, A. B.

MRS. GERTRUDE B. MELTON.

DIRECTOR OF PHYSICAL CULTURE:

ERNEST L. WOOLF, A. B.

PHYSICIAN:

M. L. GARRISON, M. D.

MATRON:

MISS FLORENCE A. BURGESS.

---

#### V. RANDOLPH-MACON INSTITUTE, Danville, Va.

PRINCIPAL:

R. E. L. FARMER, M. A.

INSTRUCTORS:

JOHN FRANCIS BLACKWELL, A. B.

MISS ESTEN JENNINGS, A. M.

MISS ELEANOR F. BLACKWELL.

MISS CARRIE GUERRANT.

MISS ELVA STAPP.

---

MUSIC:

MISS EVA F. PIKE, B. M., Director.

MISS DAKOTA GUERRANT.



## CATALOGUE OF MATRICULATES.

1897-98.

## 1. RANDOLPH-MACON COLLEGE, Ashland, Va.

WITH NUMBER OF SESSIONS ATTENDED.

NAME.	ADDRESS.	STATE.	
Adams, Eleazar Tarrant, Jr. ....	Berkley.....	Virginia	4
Adams, James Duval.....	Lynchburg.....	Virginia	1
Allen, Joseph Marvin.....	Wakefield.....	Virginia	2
Anderson, Dice Robins.....	Saluda.....	Virginia	1
Balthis, Joseph Hendrickson.....	New Market.....	Maryland	2
Bell, William Solon.....	Lynchburg.....	Virginia	3
Blackwell, Karl Sigismund, A. B. . .	Broad Run.....	Virginia	3
Bradford, George Lafayette, A. B. .	Flint Hill.....	Virginia	3
Braga, Bento.....	Pira Cicaba.....	Brazil	2
Bringhurst, Newton Taliafero.....	Alexandria.....	Louisiana	1
Burch, William Gerard.....	Martinsville.....	Virginia	3
Burruss, Harry William.....	Baltimore.....	Maryland	3
Campbell, Fletcher Cowles.....	Ashland.....	Virginia	3
Campbell, Thomas Moody.....	Ashland.....	Virginia	3
Carter, Clarence Minor.....	Ashland.....	Virginia	1
Carter, Warner Peatross.....	Danville.....	Virginia	1
Chalkley, Adoniram Judson.....	Ashland.....	Virginia	4
Clements, David Alday.....	Crumpton.....	Maryland	1
Clements, Merrick.....	Crumpton.....	Maryland	2
Cover, Arthur Byron.....	Elkton.....	Virginia	1
Cover, Herbert Lee.....	Elkton.....	Virginia	1
Darden, Julius Caesar.....	Suffolk.....	Virginia	3
Darden, Richard Newit.....	Newsoms.....	Virginia	2
Davis, Carl Hall.....	Petersburg.....	Virginia	3
Dolly, David Hough.....	Hillsboro.....	Virginia	3
Dolly, James C., A. B.....	Danville.....	Kentucky	
Dye, Herbert Alroy.....	New Creek.....	West Virginia	2
Eason, James La Salle.....	Hickory.....	Virginia	4
Edwards, Leroy Smith, Jr.....	Richmond.....	Virginia	1
Eure, John Walter.....	Gatesville.....	North Carolina	8
Ferguson, John William.....	Flint Hill.....	Virginia	1
Fitzpatrick, F. Burke.....	Bedford City.....	Virginia	3
Fletcher, Ashton.....	Jenken's Bridge.....	Virginia	2
Gates, William Benjamin.....	Ashland.....	Virginia	2
Gee, John William.....	Lochleven..	Virginia	2
Gills, William James.....	Farmville.....	Virginia	2

# CATALOGUE.

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NAME.	ADDRESS.	STATE.	
Gray, Benjamin Hughes.....	Oak Forest.....	Virginia	1
Gregory, Henry Claiborne.....	Martinsville.....	Virginia	1
Haden, Leonidas A.....	Evington.....	Virginia	1
Hasel, George.....	Baltimore.....	Maryland	1
Heath, Thomas James Chandler....	Wachapreague.....	Virginia	1
Hepburn, Norval T.....	Oliver.....	Virginia	1
Hill, Frank Raymond.....	Academy.....	West Virginia	4
Holcomb, William B.....	Mount Airy.....	North Carolina	2
Hughlett, James Duncan.....	Lancaster.....	Virginia	2
Humphrey, Wade Randall.....	Paxson.....	Virginia	1
Janney, Samuel McPherson.....	Occoquan.....	Virginia	2
Jarrell, W. Frank.....	Chesterville.....	Maryland	2
Johnson, Henry Lyman.....	Lynchburg.....	Virginia	1
Jones, Edward Bunker.....	Monterey.....	Virginia	4
Jordan, J. Woode.....	Ashland.....	Virginia	6
Kern, Alfred Allen.....	Ashland.....	Virginia	4
Kern, Le Roy Eskridge.....	Ashland.....	Virginia	4
Kern, Paul B.....	Ashland.....	Virginia	1
Kilby, John Richardson.....	Suffolk.....	Virginia	2
Kline, Howard Wheelwright.....	Vaucluse.....	Virginia	1
Lavinder, Henry George.....	Martinsville.....	Virginia	2
Lawson, George B.....	Wytheville.....	Virginia	2
Leake, James Miller.....	Ashland.....	Virginia	2
Lear, J. Merritt.....	Manchester.....	Virginia	3
Lowe, Robert G.....	Portsmouth.....	Virginia	2
McAden, Robert Hicks.....	Diamond Grove.....	Virginia	1
McCulloch, James Edward.....	Roanoke.....	Virginia	3
McGill, Alexander.....	Richmond.....	Virginia	1
McClees, Jesse N.....	Wichita.....	Kansas	1
Marks, Richard Harrison.....	Richmond.....	Virginia	4
Moore, Lloyd Carleton.....	Mineral.....	Virginia	2
Neville, George Lemuel, Jr.....	Portsmouth.....	Virginia	3
Neville, Joseph Hugh.....	Portsmouth.....	Virginia	2
Newman, Wilbur Lauck.....	Woodstock.....	Virginia	1
Nunnally, Arthur Valentine.....	Manchester.....	Virginia	3
Odell, Edson Kinney.....	Norfolk.....	Virginia	3
Ogden, Thomas Warren.....	Harris' Creek.....	Virginia	1
Owens, Oscar Samuel.....	Manchester.....	Virginia	1
Peatross, Hunter.....	Danville.....	Virginia	1
Pfeiffer, Henry Casper.....	Lynchburg.....	Virginia	1
Porter, James Temple, A. B.....	Front Royal.....	Virginia	5
Powell, Eugene Hume.....	Guns Hill.....	Virginia	1
Redd, Samuel Coleman.....	Beaver Dam.....	Virginia	1
Ridgway, Frank Townsend.....	Nineveh.....	Virginia	1
Riley, Earl.....	Richmond.....	Virginia	1
Ross, Raymond Richard.....	Trapp.....	Virginia	3
Rucker, Marvin Pierce.....	Manchester.....	Virginia	4



NAME.	ADDRESS.	STATE.	
Shackford, John William.....	Bedford City.....	Virginia	1
Sheppe, Robert Henry.....	Elkton.....	Virginia	4
Simpson, Frank Allen, A. B. ....	Richmond.....	Virginia	3
Smith, Hampden Harrison.....	Salisbury.....	Maryland	5
Smith, John William.....	Hyattsville.....	Maryland	1
Smith, Walter O'Bannon.....	Woodville.....	Virginia	1
Smithey, Marvin Edward, A. B. ....	White Plains.....	Virginia	5
Southall, Ashton Conway.....	Elkton.....	Virginia	3
Sydenstricker, Hubert.....	Romney.....	West Virginia	4
Terrell, Ernest Gerard.....	Burton's Creek.....	Virginia	1
Thomas, John H. ....	Arvonias.....	Virginia	2
Tucker, John Richard.....	Lowesville.....	Virginia	4
Tuttle, Clayton Orlando.....	Hanover.....	Virginia	1
Tyler, J. Paul.....	Upperville.....	Virginia	3
Tyler, S. Roger.....	Upperville.....	Virginia	2
Uhlig, J. Richard.....	Baltimore.....	Maryland	1
Valentine, Thomas Henry.....	Valentine.....	Virginia	1
Valentine, William Bassett.....	Valentine.....	Virginia	1
Vaughan, Isaac Newton, Jr. ....	Ashland.....	Virginia	2
Vickers, James Cator.....	Golden Hill.....	Maryland	2
Walker, J. Henley.....	Walkerton.....	Virginia	4
Ware, John Nottingham.....	Ashland.....	Virginia	1
Warren, Henry Crew.....	Richmond.....	Virginia	1
Watts, Marcus Huber.....	Bowling Green..	Virginia	1
Wheary, William Augustus.....	Ettrick.....	Virginia	4
Wise, Boyd Ashby, A. B. ....	Canterburg.....	Virginia	4
Wright, S. Otto.....	Richmond.....	Virginia	2
Young, Charles Henry.....	Petersburg.....	Virginia	2

## 2. RANDOLPH-MACON WOMAN'S COLLEGE, Lynchburg, Va.

NAME.	PARENT OR GUARDIAN.	STATE.
Acree, Kathryn Peachy.....	E. F. Acree.....	Virginia
Adams, Emma.....		Virginia
Allen, Carrie Gordon.....	J. Gordon Payne.....	Virginia
Allen, Edna Louise.....	J. Gordon Payne.....	Virginia
Allen, Martha Jane.....	J. J. Allen.....	Virginia
Almond, Nannie May.....	C. H. Almond.....	Virginia
Alsbaugh, Celeste.....	J. W. Alsbaugh.....	North Carolina
Anthony, Annie Idoline.....	J. W. Anthony.....	Virginia
Ashmore, Lenora.....	J. C. Outten.....	Virginia
Ball, Alice Hobbes.....	Rev. B. F. Ball.....	West Virginia
Barker, Gertrude.....	W. T. Barker.....	New York
Barstow, Jessamine.....	Chas. W. Barstow....	Missouri
Bass, Julia Rison.....	Mrs. Sallie L. Bass.....	Virginia

NAME.	PARENT OR GUARDIAN.	STATE.
Beers, Katharine Bransford.....	Harry H. Beers.....	Virginia
Bell, Daisie Virginia.....	E. L. Bell.....	Virginia
Bell, Mary Susan.....	J. P. Bell.....	Virginia
Bendall, Lucy Edward..	R. A. Bendall.....	Virginia
Blackwell, Agnes Newton.....	Edwin S. Blackwell.....	Virginia
Blackwell, Julia.....	Mrs. L. M. Blackwell.....	Virginia
Blaine, Ida Lee.....		Virginia
Blanchard, Annie.....	W. S. Blanchard.....	North Carolina
Blincoe, Annie Lee.....	Mrs. L. R. Blincoe.....	Virginia
Boatwright, S. Jean.....		Virginia
Bocock, Hulda.....	B. W. Bocock.....	Virginia
Bowen, Bessie Helen.....	Reuben Bowen.....	Maryland
Bowman, Laura Irna.....	Jas. T. Bowman.....	Virginia
Broaddus, Alice Maude.....	S. W. Broaddus.....	Virginia
Bruce, Sallie Elizabeth.....	G. S. Bruce.....	Virginia
Buck, Theda.....	Stuart M. Buck.....	West Virginia
Cabaniss, Mrs. Geo. C.....		Virginia
Campbell, Ruby Paxton.....	J. T. Campbell.....	Virginia
Carroll, Maude Sarah.....	W. S. Carroll.....	Virginia
Carruthers, Ro Bert.....	John Carruthers.....	Virginia
Carter, Mary Elizabeth.....	W. Thomas Carter.....	Virginia
Cheatham, Blanche Edna.....	Rev. H. C. Cheatham.....	Virginia
Cheatham, Emma Edith.....	Rev. H. C. Cheatham.....	Virginia
Cheatwood, Mary Leighton.....	Mrs. Mary P. Cheatwood.....	Virginia
Coleman, Etna.....	W. T. Coleman.....	Mississippi
Coleman, Ola.....	W. T. Coleman.....	Mississippi
Compton, Frances Madeline.....	Rev. R. A. Compton.....	Virginia
Congdon, Georgia Alberta.....	Mrs. Addie S. Congdon .....	South Carolina
Courtney, Elizabeth Warner.....	L. W. Courtney.....	Virginia
Cover, Lily Vale.....	T. F. Cover.....	Virginia
Craighill, Mrs. E. A.....		Virginia
Crawford, Jean Barnes.....	Samuel Barnes Crawford.....	Tennessee
Curtis, Irva A.....	A. M. Curtis.....	Virginia
Darden, Minnie Newman.....	Jas. D. Darden.....	Virginia
Davenport, Ruth.....	J. B. Davenport.....	Georgia
Davies, Elizabeth Henry.....	Mrs. Sarah E. Davies.....	Virginia
Davis, Aurelia Howe.....	Thos. N. Davis.....	Virginia
Davis, Mary Holmes.....	Rev. W. F. Davis.....	Virginia
Davis, Mrs. Thos. D.....		Virginia
DeWitt, Sallie Virginia.....	Lafayette DeWitt.....	Virginia
Dillard, Mary Narcissa.....	J. S. Dillard.....	Virginia
Dillon, Mrs. Ruby McNeer.....		Virginia
Doyle, Katie Teresa.....	M. E. Doyle.....	Virginia
DuPriest, Stella Virginia.....		Virginia
Egbert, Lily Garland.....	Mrs. J. C. Egbert.....	Virginia
Ellett, Daisy Moody.....	Mrs. A. C. Ellett.....	Virginia
Evans, Susan Myrtle.....	J. B. Evans.....	Virginia

NAME.	PARENT OR GUARDIAN.	STATE.
Fleming, Mary Randolph.....	Rev. Geo. L. Fleming.....	Virginia
Fleming, Mary Roberta.....	Geo. W. Fleming.....	Virginia
Flippin, Susie Mayfield.....	Geo. R. Flippin.....	Virginia
Forsberg, Hilda Ludwika.....	August Forsberg.....	Virginia
Franklin, Lillian B.....		Virginia
Gibbs, Mary Randolph.....		Virginia
Gills, Elizabeth Ellen.....	Edward A. Gills.....	Virginia
Gish, Elizabeth.....	Robert E. Gish.....	Virginia
Glass, Meta.....	Mrs. R. H. Glass.....	Virginia
Green, Nellie Moore.....	C. W. Green.....	Texas
Griffith, Verda.....	Harry Griffith.....	Maryland
Griggs, Bessie Dilbard.....	Mrs. Ella D. Griggs.....	Virginia
Grubb, Dora Ellis.....	J. T. Grubb.....	Maryland
Guggenheimer, Mrs. Bertha V.....		Virginia
Guggenheimer, Mrs. Minnie.....		Virginia
Guggenheimer, Cecile.....	Max Guggenheimer.....	Virginia
Hamner, Maude Boaz.....	Mrs. Eva Hamner.....	Virginia
Hardenbergh, Clara Louise.....	E. B. Hardenbergh.....	Pennsylvania
Hargroves, Alice Maria.....	W. W. Hargroves.....	Virginia
Himmelberger, Mary Heilman.....	H. W. Himmelberger.....	Pennsylvania
Holt, Nellie Dudley.....		Virginia
Homes, Helen Jameson.....	Wm. E. Homes.....	Virginia
Howell, Ethel.....	J. T. Howell.....	Tennessee
Howison, Mrs. Alice Patrick.....		Virginia
Hudson, Ethel Ward.....		Virginia
Hudson, Hallie Margaret.....	H. T. Hudson.....	Missouri
Hull, Anna Sarah.....	D. D. Hull.....	Virginia
Humphries, Minnie Mitchell.....	R. J. Davis.....	Virginia
Hundley, Frances Shelton.....	Mrs. E. D. Hundley.....	Virginia
Hunt, Nellie Brown.....	G. I. Hunt.....	Virginia
Isbell, Cleora.....	Mrs. M. L. Isbell.....	Virginia
Isbell, Verna Myrtle.....	Milton Isbell.....	Virginia
Ivey, Mary Winston.....	J. W. Ivey.....	Virginia
Jackson, Marion Yancey.....	D. C. Jackson.....	Virginia
Jacobs, Deborah.....	Isaac Jacobs.....	Virginia
Jacobs, Sadie.....	Isaac Jacobs.....	Virginia
Jenkins, Maggie Bransford.....	Lewis Jenkins.....	Virginia
Jennings, Katharine Flood.....	Z. M. Jennings.....	West Virginia
Jernigan, Sadie Watts.....	I. P. Jernigan.....	Virginia
Jones, Elizabeth Charlotte.....	Edward L. Jones.....	Tennessee
Jones, Phoebe Dice.....	Chas. P. Jones.....	Virginia
Jones, Rose Virgilia.....	W. M. Jones.....	Virginia
Kennedy, Miriam Wadlow.....	Rev. H. H. Kennedy.....	Virginia
Killy, Annie Hale.....	P. H. Killy.....	West Virginia
Kimball, Laura Lasell.....	Geo. B. Kimball.....	Virginia
Kines, Mary Lou.....	Thos. G. Kines.....	Virginia
Kinnier, Mazie.....	Jno. H. Kinnier.....	Virginia



NAME.	PARENT OR GUARDIAN.	STATE.
Lancaster, Hessie Virginia.....	J. E. Lancaster.....	Virginia
Langhorne, Mrs. Orra.....		Virginia
Latané, Helen Waring.....	Mrs. Margaret Latané.....	Virginia
Lavinder, Mary Peters.....	J. B. Lavinder.....	Virginia
Leavell, Kate George.....	Rev. Wm. Hayne Leavell.....	Texas
Lewis, Mrs. Jno. H.....		Virginia
Lewis, Adelaide Gernon.....	G. R. Lewis.....	Virginia
Lewis, Mary Evelyn.....	G. R. Lewis.....	Virginia
Littleton, Alice Norcross.....	Rev. Oscar Littleton.....	Virginia
Long, Margaret Carter.....	James Long.....	Missouri
Love, Elizabeth Avery.....	Mrs. Julia R. Love.....	Tennessee
Loyd, Lucille Astin.....	Mrs. J. E. Loyd.....	Virginia
Magruder, Mary Susan.....	J. W. Magruder.....	Virginia
Manor, Elizabeth.....	M. C. Abrams.....	Texas
Mapp, Madeline LeCato.....	J. E. Mapp.....	Virginia
Markwook, Mary Virginia.....	Jacob H. Markwood.....	West Virginia
Martin, Mary Elizabeth.....	D. H. Martin.....	Virginia
Matheny, Emma Shields.....	J. C. Matheny.....	Virginia
McGavock, Abigail Jouett.....	Jno. W. McGavock.....	Virginia
McKay, Katie.....	Antrim McKay.....	Virginia
McKinney, Mattie Cleveland.....	Mrs. Mary B. McKinney.....	Virginia
McLeod, Clara Josephine.....	R. T. McLeod.....	Virginia
McNamara, Alice Josephine.....	Mrs. J. M. McNamara.....	Virginia
Monroe, Louise.....	E. R. Monroe.....	Virginia
Moon, Mary Augusta.....	Edward Moon.....	Virginia
Moon, Mary Gordon.....	Mrs. E. S. Moon.....	Virginia
Moorman, Katherine Jessie.....	Chas. R. Moorman.....	Virginia
Moorman, Mary Calland.....	Rev. R. J. Moorman.....	North Carolina
Moose, Willie Elizabeth.....	Mrs. Belle J. Moose.....	Virginia
Moss, Sallie Toomer.....	Rev. Jas. O. Moss.....	Virginia
Muse, Jane Hill.....	J. A. Muse.....	Utah
Nelson, Sallie Scott.....	C. K. Nelson.....	Virginia
Noblin, Elizabeth Emaline.....	R. R. Noblin.....	Virginia
Nowlin, Eula Wills.....	W. D. Nowlin.....	Virginia
Nowlin, Nannie Roland.....	W. D. Nowlin.....	Virginia
Nunn, Mamie Walter.....	W. G. Nunn.....	Texas
Nurney, Annie Virginia.....	Geo. W. Nurney.....	Virginia
Ogden, Julia Payne.....	H. W. Ogden.....	Louisiana
Ogden, Mary Scott.....	H. W. Ogden.....	Louisiana
Osterbind, Minnie Guenther.....	H. C. Osterbind.....	Virginia
Overton, Rachel.....	May Overton.....	Tennessee
Page, Constance Morris.....	Mrs. N. M. Page.....	Virginia
Page, Louise Cary.....	Mrs. M. C. Page.....	Virginia
Page, Rose Wilmer.....	Mrs. N. M. Page.....	Virginia
Parker, Harriett Katherine.....	G. T. Parker.....	Virginia
Parr, Elizabeth Hargrove.....	Jno. H. Parr.....	Virginia
Parrish, Mary Alma.....	Booker S. Parrish.....	Virginia

NAME.	PARENT OR GUARDIAN.	STATE.
Patteson, Lucy Richeson.....	W. V. Wilson, Jr.....	Virginia
Patteson, Mary Uhle.....	M. B. Patteson.....	Virginia
Paulett, Mary Twitty.....	H. C. Paulett.....	Virginia
Payne, Henrietta Hurt.....	J. Gordon Payne.....	Virginia
Peak, Pearl Fitzhugh.....	Mrs. Nannie R. Peak.....	Virginia
Peck, Edna Gay.....	Melville Peck.....	West Virginia
Peckins, Villa Belle.....	Chas. R. Peckins.....	New York
Peek, Maria Smith.....	Jesse H. Peek.....	Virginia
Penick, Janie Avery.....	W. B. Penick.....	Virginia
Pettyjohn, Henrietta May.....	Jno. P. Pettyjohn.....	Virginia
Pettyjohn, Mamie Alice.....	Jno. P. Pettyjohn.....	Virginia
Pfeiffer, Carrie Estelle.....	R. J. C. Pfeiffer.....	Virginia
Phillips, Carrie Jennings.....	A. J. Phillips.....	Virginia
Phippen, Annie Brooks.....	Jas. L. Phippen.....	Virginia
Poindexter, Cornelia.....	H. D. Poindexter.....	Virginia
Post, Gracie Temple.....	Garrett Post.....	Virginia
Powell, Ethel.....	John H. Powell.....	Alabama
Powell, Nellie Virginia.....	R. S. Powell.....	Virginia
Powers, Clara.....		Virginia
Quinby, Jessie Marvin.....	Upshur B. Quinby.....	Virginia
Radford, Edith Lee.....	Mrs. L. S. Radford.....	Virginia
Reed, Alice.....	Rev. Jas. C. Reed.....	Virginia
Reed, Nellie Clarke.....	Rev. Jas. C. Reed.....	Virginia
Reed, Sallie.....	Rev. Jas. C. Reed.....	Virginia
Reierson, Annie Laurie.....	Jno. H. Reierson.....	Texas
Richardson, Anne.....	Wm. Richardson.....	Alabama
Richardson, Eloise.....	W. F. Richardson.....	Virginia
Roberts, Lavinia Griselda.....	W. B. Roberts.....	Virginia
Robertson, Sarah Lee.....	Rev. F. P. Robertson.....	Virginia
Robinson, Helen.....	L. B. Robinson.....	Mississippi
Robinson, Mary Bell.....	Jno. W. Robinson.....	Virginia
Rohr, Mamie Eula.....	Jno. W. Rohr.....	Virginia
Scott, Louise Montague.....	C. L. Scott.....	Virginia
Sharp, Mary Blakey.....		Georgia
Sheldon, Jennie Louise.....	Luther Sheldon.....	Virginia
Simcoe, Estelle.....	W. T. Simcoe.....	Virginia
Sitman, Minnie.....	C. M. Sitman.....	Louisiana
Smith, May Eleanor.....		Virginia
Smith, Nettie Augustus.....	J. A. Smith.....	Virginia
Smith, Sallie Moss.....	Rev. B. F. Smith.....	Virginia
Smith, Sarah Jane.....	D. L. Smith.....	Virginia
Snead, Janet Winn.....	W. H. Snead.....	Virginia
Spencer, Hope.....	J. S. Spencer.....	North Carolina
Sterett, William Green.....	W. G. Sterett.....	Texas
Stratton, Mary Elizabeth.....	R. B. Stratton.....	Virginia
Stringer, Marguerite Howell T.....	Sheldon Stringer.....	Florida
Sullivan, Mary Catherine.....	Wm. Sullivan.....	Virginia

NAME.	PARENT OR GUARDIAN.	STATE.
Talbot, Myra.....	L. C. Talbot.....	Virginia
Tate, Mrs. Jas. D.....		Virginia
Taylor, Addie.....	Rev. T. J. Taylor.....	Virginia
Taylor, Agnes Katrine.....	Jos. W. Taylor.....	Texas
Tebault, Cora Lee.....	Wm. G. Tebault.....	Louisiana
Thaxton, Elizabeth Annis.....	Mrs. Fannie E. Thaxton.....	Virginia
Thomason, Annie Rosser.....	Jno. M. Thomason.....	Virginia
Threadgill, Jennie Eliza.....	John Threadgill.....	Oklahoma
Thurman, Kate Gent.....	Mrs. Alice Thurman.....	Virginia
Turner, Iola Jeannette.....	J. Sam'l Turner.....	Maryland
Tyler, Elizabeth Walker.....	W. W. Tyler.....	Virginia
Underwood, Nellie Grace.....	Jno. L. Underwood.....	Virginia
Waddell, Ethel May.....	Hugh Waddell.....	Texas
Wallace, Idress Craig.....	J. C. Wallace.....	Missouri
Walton, Laura Lauck.....	M. L. Walton.....	Virginia
Watkins, Florence.....	Geo. P. Watkins.....	Virginia
Waugb, Mrs. Marie Celeste.....		Virginia
West, Carrie.....	T. J. West.....	West Virginia
Wheatley, Marie.....	Mrs. Marie M. Wheatley.....	Ohio
Williams, Eva Barnes.. ..	Mrs. L. L. Williams.....	North Carolina
Wilson, Martha Campbell.....	Mrs. Fannie Wilson.....	Virginia
Wingfield, Martha Sanderson.....	Mrs. V. C. Oglesby.....	Virginia
Witt, Mrs. George.....		Virginia
Wood, Annie Dickerson.....	Mrs. Sallie D. Wood.....	Virginia
Woodroof, Martha Frances.....	J. A. Woodroof.....	Virginia
Woodson, Anna Genevieve.....	Frank Woodson.....	Virginia
Wooldridge, Lula Belle.....	Mrs. J. H. Wooldridge.....	Missouri
Womack, Cecyle.....	J. W. Womack.....	Texas
Wright, Elizabeth Mary.....	Jno. W. Wright.....	Virginia
Wyche, Ruby Royster.....	Mrs. Eugenia B. Wyche....	North Carolina
Young, Jessie Florence.....	W. H. Young.....	Virginia

### 3. RANDOLPH-MACON ACADEMY, Bedford City, Va.

NAME.	PARENT OR GUARDIAN.	STATE.
Bassett, Clarence Burwell.....	W. B. Bassett.....	Virginia
Barton, Frank Stone.....	F. Barton.....	Virginia
Barrow, Lee Edwin.....	W. H. Barrow.....	Virginia
Beattie, Thomas William.....	Geo. A. C. Beattie.....	Virginia
Blanchard, John Lawrence.....	J. C. Blanchard.....	North Carolina
Bradford, John J.....	J. E. Bradford.....	Virginia
Bull, Arthur Clyde.....	J. S. Bull.....	Virginia
Burge, William Edward.....	J. W. Burge.....	Virginia
Burks, Martin Parks, Jr.....	M. P. Burks.....	Virginia
Carroll, Charles Wesley.....	Rev. Jno. W. Carroll.....	Virginia



NAME.	PARENT OR GUARDIAN.	STATE.
Carder, Ellis Preston.....	M. P. Carder.....	Virginia
Corprew, Edwin Elorin.....	Mrs. E. A. Corprew.....	Virginia
Cralle, Alfonso Augustus.....	J. B. Cralle.....	Virginia
Crawford, Saxton Daryl.....	S. B. Crawford.....	Tennessee
Cummins, Robert Lee.....	W. F. Cummins.....	Mississippi
Davis, Harry Sutton.....	M. L. T. Davis.....	Virginia
De Shazo, Edwin Penn.....	Rev. J. E. DeShazo.....	Virginia
Dickseid, George Howard.....	G. J. Dickseid.....	Kentucky
Dulaney, Henry Kennedy.....	H. S. Dulaney.....	Maryland
Edwards, John Ellis.....	Rev. W. E. Edwards.....	Virginia
Early, John Gordon.....	D. J. Early.....	Virginia
Feddeman, George Thomas.....	C. W. Feddeman.....	Virginia
Fisher, Matthew Claude.....	E. S. Fisher.....	Virginia
Fitzgerald, Alfred Benton.....	T. B. Fitzgerald.....	Virginia
Fleetwood, Purnell, Jr.....	P. Fleetwood.....	Virginia
Fleetwood, Harvey.....	P. Fleetwood.....	Virginia
Green, Charles Edwards.....	Mrs. M. E. Green.....	Virginia
Hall, Frank Johnston.....	J. E. Hall.....	Virginia
Hancock, John Walker.....	James Hancock.....	Virginia
Hatcher, Walter Wilbert.....	E. D. Hatcher.....	Virginia
Hawkins, Aubrey Winfree.....	A. M. Hawkins.....	North Carolina
Holloway, Henry Wert.....	Mrs. A. S. Holloway.....	Virginia
Holman, Jesse Knodle.....	A. O. Holman.....	South Carolina
Holmes, Walter Burdette.....	B. W. Holmes.....	Virginia
Hopkins, Charles Thomas.....	Capt. John H. Hopkins.....	Virginia
Humphreys, Walter Schoolfield.....	R. G. Davis.....	Virginia
Humphreys, Ormond.....	R. G. Davis.....	Virginia
Jameson, Waller.....	M. C. Jameson.....	Virginia
Jeter, Jerry Camlin.....	W. P. Jeter.....	Virginia
Johnson, Napoleon Strock.....	Dr. J. S. Johnson.....	Alabama
Johnson, William Chilton.....	J. W. Johnson.....	Texas
Jones, James Thomas.....	J. B. Jones.....	Virginia
Jopling, Harry Thomas.....	T. C. Jopling.....	Virginia
Kellam, William Finney.....	Dr. Jno. W. Kellam.....	Virginia
Kellam, Vernon Hope.....	A. E. Kellam.....	Virginia
Knobeloch, Gustine Jacobs.....	Mrs. E. G. Knobeloch.....	New York
Land, Leroy Milton.....	Mrs. S. F. Land.....	Virginia
Lowry, Robert Quarles.....	Hon. H. C. Lowry.....	Virginia
Lowry, Frank.....	Hon. H. C. Lowry.....	Virginia
Marsh, Victor Leo.....	J. L. Marsh.....	North Carolina
McMath, John Sylvester.....	J. R. Beloate.....	Virginia
McNeal, William Burton.....	J. G. McNeal.....	North Carolina
McNeal, Joseph Roscoe.....	J. G. McNeal.....	North Carolina
Miller, James Irving.....	Geo. F. Miller.....	West Virginia
Moon, Henry St. George.....	E. D. Moon.....	Virginia
Mosby, Robert Quarles.....	W. H. Mosby.....	Virginia
Nicholson, Nathaniel Albert.....	Rev. J. W. Nicholson.....	Virginia

NAME.	PARENT OR GUARDIAN.	STATE.
O'Hara, Robert Burke.....	Dr. R. G. O'Hara.....	Virginia
Organ, Fred.....	Miss C. A. Johnson.....	Indiana
Parker, Russell.....	J. S. Parker.....	Virginia
Parrack, Ernest Elwood.....	Mrs. J. S. Slicer.....	Virginia
Parsons, John Russell.....	Julius Parsons.....	Virginia
Perrow, John Smith.....	Mrs. J. O. Perrow.....	Virginia
Petree, Walter.....	W. C. Petree.....	Virginia
Poindexter, Eldridge Watts.....	J. D. Poindexter.....	Virginia
Powell, James Ghalson.....	Dr. R. S. Powell.....	Virginia
Riley, Madison Monroe, Jr.....	Rev. M. M. Riley, D. D....	South Carolina
Roberts, Charles Edward.....	J. H. Roberts.....	Virginia
Roberts, John Henry, Jr.....	J. H. Roberts.....	Virginia
Robinson, Marion Montague.....	Dr. W. L. Robinson.....	Virginia
Sanders, George Washington, Jr....	G. W. Sanders.....	Virginia
Saunders, William Boulden.....	J. B. Saunders.....	Virginia
Saunders, Carter Temple.....	Capt. F. Saunders.....	Virginia
Schoolfield, John Harrel, Jr.....	J. H. Schoolfield.....	Virginia
Shackford, Theodore Burnham.....	Rev. J. W. Shackford.....	Virginia
Sheldon, Thomas Baldwin.....	Luther Sheldon.....	Virginia
Sheldon, Luther, Jr.....	Luther Sheldon.....	Virginia
Smith, Alexander.....	W. H. Smith.....	Virginia
Spradlin, Gilbert Bernard.....	L. C. Spradlin.....	Virginia
St. Clair, Glenn Moore.....	Hon. A. St. Clair.....	Virginia
Sutton, Julian Rush.....	W. H. Whitman.....	Virginia
Taliaferro, William Field.....	Hon. W. G. Taliaferro.....	Texas
Taliaferro, Henry Garland.....	Hon. W. G. Taliaferro.....	Texas
Taylor, George William Martin.....	Mrs. S. S. Taylor.....	Virginia
Terrell, Herbert Oliver.....	Dr. J. J. Terrell.....	Virginia
Traynham, William Wade.....	Rev. D. J. Traynham.....	Virginia
Trent, Bruffey.....	C. C. Trent.....	Virginia
Tufts, Orrie Hancock.....	O. Tufts.....	Virginia
Twiford, James, Jr.....	James Twiford.....	Virginia
Vaughan, Ritchie Walton.....	I. N. Vaughan.....	Virginia
Verdier, Charles Edwin.....	Mrs. S. M. Verdier.....	Virginia
Vest, James Marshall.....	Mrs. J. H. Hatcher.....	Virginia
Via, Eustace Gibson.....	H. O. Via.....	West Virginia
Walters, John Porter.....	Mrs. A. J. Walters.....	Virginia
Wharton, Charles William.....	C. W. Wharton.....	Virginia
White, Chesley Garland.....	R. W. Blair.....	Virginia
Williams, James Nelson.....	L. E. Williams.....	Virginia
Winn, James Arthur.....	J. E. Winn.....	Virginia
Wood, William Edward.....	Dr. J. E. Wood.....	North Carolina
Woodhouse, Horatio Cormick.....	J. Woodhouse.....	Virginia
Woodhouse, John Shephard.....	J. Woodhouse.....	Virginia
Younger, Robert Nicholas.....	Rev. R. H. Younger.....	Virginia

## 4. RANDOLPH-MACON ACADEMY, Front Royal, Va.

NAME.	PARENT OR GUARDIAN.	STATE.
Anderson, Raymond Clinton.....	J. W. Slyer.....	West Virginia
Ash, Lynn.....	G. A. Ash.....	Virginia
Ballard, David Clark.....	F. H. Ballard.....	North Carolina
Baxter, Thos. Wiley.....	Capt. R. B. Baxter.....	Georgia
Bivens, Harry Luther.....	Thos. M. Bivens.....	Maryland
Bonifant, John.....	Geo. Bonifant.....	Maryland
Bowen, Orville Reuben.....	R. Bowen.....	Maryland
Bowman, Geo. Hupp.....	G. H. Bowman.....	Virginia
Brown, Roswell Ray.....	Mrs. B. Brown.....	Virginia
Cackley, John Newton.....	W. H. Cackley.....	West Virginia
Campbell, Charles Pratt.....	C. E. Campbell.....	Virginia
Coiner, Victor Henkle.....	Mrs. Susan B. Coiner.....	Virginia
Cooper, Frank Biscoe.....	Rev. Thomas Cooper.....	Virginia
Crane, Thomas Spencer.....	Judge J. Parran Crane.....	Maryland
Dilger, Carl.....	Gen. H. Dilger.....	Virginia
Dilger, Edward.....	Gen. H. Dilger.....	Virginia
Dilger, Louis.....	Gen. H. Dilger.....	Virginia
Etchison, Charles Marcellus.....	Marcellus Etchison.....	Maryland
Etchison, Garnett Watterson.....	Dr. E. C. Etchison.....	Maryland
Fadely, Howard Malone.....	Mandy Brown.....	Virginia
Fielding, Charles Homer.....	E. Fielding.....	Virginia
Fielding, George Herbert.....	E. Fielding.....	Virginia
Gore, Hugh Hampden.....	B. W. Gore.....	Virginia
Grubbs, Ollie Leslie.....	J. W. Grubbs.....	Virginia
Hall, Newton.....	W. N. Hall.....	Maryland
Hammer, Alfred Ludwell.....	A. N. Hammer.....	Virginia
Hanger, Percy Gilmer.....	Dr. D. W. Hanger.....	Virginia
Hansbrough, Lyle Fenwick.....	Dr. M. F. Hansbrough.....	Virginia
Haslup, Charles William.....	Charles W. Haslup.....	Maryland
Haslup, Lewis Henry.....	Charles W. Haslup.....	Maryland
Herr, Ira Leaman.....	Elias Herr.....	Virginia
Herr, Reuben Elias.....	Elias Herr.....	Virginia
Hesser, Claude Mitchell.....	M. Hesser.....	Virginia
Hevener, Jacob.....	Mrs. L. Hevener.....	Virginia
Hevener, Uriah.....	Mrs. L. Hevener.....	Virginia
Hulfish, Paul Barton.....	E. W. Hulfish.....	Virginia
Humphrey, James Luther.....	Wm. S. Humphrey.....	Virginia
Hyde, Hall Stanley.....	Mrs. A. F. Hyde.....	West Virginia
Jackson, Julian Bennett.....	.....	Maryland
Jefferson, Taylor Holliday.....	W. M. Jefferson.....	West Virginia
Kennedy, Henry Hoffman.....	Rev. H. H. Kennedy.....	Virginia
Kidner, Grayson Daily.....	J. M. Kidner.....	West Virginia
Kight, Henry Osbon.....	J. S. Broadwater.....	Maryland
Kight, James William.....	.....	Maryland



NAME.	PARENT OR GUARDIAN.	STATE.
Kinzer, John Marvin.....	Rev. H. W. Kinzer.....	Virginia
Kirby, Eppa Preston.....	Joshua Kirby.....	Virginia
Lake, Vernon Edward.....	Wm. E. Lake.....	Virginia
Lyon, Robert Marvin.....	Wm. A. Lyon.....	Maryland
Maddox, Carol.....	Mrs. M. Maddox.....	Virginia
Magruder, Walter Marion.....	W. S. Magruder.....	Maryland
Maloney, Elbert Sevier.....	Mrs. E. S. Maloney.....	District of Columbia
Melville, Wm. Arthur B.....	Rev. W. Melville.....	Maryland
Mendez, Stanley Aaron.....	David H. Mendez.....	Jamaica, West Indies
McKay, David Marion.....	A. J. McKay.....	Maryland
Nevitt, Robert Kern.....	Rev. T. G. Nevitt.....	Virginia
Nettleton, George Edward.....	E. M. Nettleton.....	Virginia
Nixon, Reginald Lee.....	George H. Nixon.....	Virginia
Oder, Archie Churchill.....	J. B. Oder.....	Maryland
Peake, James Frederick.....	J. M. Peake.....	Virginia
Plitt, Howard Maxwell.....	Maxwell Plitt.....	Maryland
Plummer, Walter William.....	S. R. Plummer.....	Maryland
Priest, Henry Haynes.....	J. H. Priest.....	Virginia
Pritchard, Charles Roy.....	C. L. Pritchard.....	Virginia
Pugh, Robert Beall.....	A. L. Pugh.....	West Virginia
Rhodes, Clarence Adair.....	Preston Rhodes.....	Virginia
Richards, Jesse Washington.....	W. L. Richards.....	Virginia
Richards, James Donald McGeath....	W. L. Richards.....	Virginia
Roszel, Richard Julian.....	G. A. Roszel.....	Virginia
Rudasille, Lewis Singleton.....	J. W. Rudasille.....	Virginia
Rust, Robert Burgess.....	Cass Rust.....	Virginia
Saffall, Harry Lee.....	E. Kingston Salisbury.....	Virginia
Sale, Samuel J. Tilden.....	S. B. Sale.....	Virginia
Shoaff, David Earnest.....	Rev. J. W. Shoaff.....	Alabama
Smith, Towson Eastham.....	Maj. T. T. Smith.....	Virginia
Staples, George Washington.....	G. W. Staples.....	West Virginia
Strickler, Joseph David.....	D. G. Strickler.....	Virginia
Townshend, Francis St. Clair.....	G. C. D. Townshend.....	Maryland
Turner, Philip LeRoy.....	J. S. Turner.....	Maryland
Unger, Portie Eugene.....	A. R. Unger.....	West Virginia
Waltmon, William Gill.....	Mrs. H. K. Waltmon.....	Virginia
Walton, Clyde Evy.....	Hon. Lauck Walton.....	Virginia
Watkins, James Henry.....	S. Watkins.....	Virginia
Watts, John Herbert.....	Mrs. V. P. Watts.....	Virginia
Weaver, Aubrey Gardner.....	Wm. C. Weaver.....	Virginia
Weaver, Charles Holmes.....	F. K. Weaver.....	Virginia
Weaver, David William.....	F. K. Weaver.....	Virginia
Weber, William Tell.....	F. M. Weber.....	Virginia
Whitmore, Otho Marvin.....	Fielden Whitmore.....	Virginia
Whitmore, Samuel Lewis.....	J. A. Whitmore.....	Virginia
Williams, Charles Earnest.....	S. L. Williams.....	West Virginia

## 5. RANDOLPH-MACON INSTITUTE, Danville, Va.

NAME.	PARENT OR GUARDIAN.	STATE.
Addison, Pearl.....	C. H. Addison.....	Virginia
Apperson, Moselle Dibrell.....	R. L. Dibrell.....	Virginia
Arrington, Bessie Dillard.....	D. Arrington.....	Virginia
Ayres, Sallie Garnet.....	Wm. Ayres, Jr.....	Virginia
Bagley, Bessie.....	E. G. Bagley.....	Virginia
Barrow, Nannie.....	P. T. Barrow.....	Virginia
Bassett, Claude Lucile.....	L. V. Bassett.....	North Carolina
Bendall, Frances Archer.....	R. A. Bendall.....	Virginia
Berkeley, Annie Churchill.....	L. C. Berkeley, Jr.....	Virginia
Bethell, Mary Sue.....	W. P. Bethell.....	Virginia
Boisseau, Edna Virginia.....	P. H. Boisseau.....	Virginia
Bouldin, Fannie Herbert.....	E. E. Bouldin.....	Virginia
Bouldin, Hattie Lewis.....	E. E. Bouldin.....	Virginia
Bouldin, Lucy Robert.....	E. E. Bouldin.....	Virginia
Bransford, Daisy Leigh.....	Rev. L. P. Bransford.....	Virginia
Bransford, Lucy Kate.....	Rev. L. P. Bransford.....	Virginia
Brown, Ethel Ashlin.....	W. N. Brown.....	Virginia
Burdette, Pearl Oreta.....	Wm. Burdette.....	Kentucky
Carter, Annie Redd.....	Jno. W. Carter.....	Virginia
Carter, Elizabeth Dickinson.....	J. T. Carter.....	Virginia
Coles, Julia Louise.....	Mrs. M. C. Worsham.....	Virginia
Cook, Annie.....	Wm. Cook.....	Virginia
Cosby, Elizabeth.....	Mrs. J. H. Cosby.....	Virginia
Cosby, Lucy Virginia.....	Mrs. C. M. Cosby.....	Virginia
Cosby, Wilmoth Riley.....	Mrs. C. M. Cosby.....	Virginia
Creasy, Maud Elliott.....	T. C. Creasy.....	Virginia
Dixon, Blanche.....	E. W. Dixon.....	Virginia
Duke, Cora Lee.....	Rev. T. P. Duke.....	Virginia
Elsom, Harriett Amanda.....	T. W. Elsom.....	Virginia
Embrey, Mary.....	S. M. Embrey.....	Virginia
Embrey, Sallie Doe.....	S. M. Embrey.....	Virginia
Farmer, Fannie Polk.....	P. B. Farmer.....	Virginia
Farmer, Lizzie Fitzalan.....	P. B. Farmer.....	Virginia
Farmer, Mattie Lee.....	P. B. Farmer.....	Virginia
Farrar, Janie.....	J. W. D. Farrar.....	Virginia
Fitzgerald, Katherine Pritchard.....	T. B. Fitzgerald.....	Virginia
Flippin, Lucy Maude.....	J. J. Flippin.....	Virginia
Fulton, Bertha Blanche.....	Jas. B. Fulton.....	Virginia
Griggs, Katherine Wills.....	Geo. I. Griggs.....	Virginia
Guerrant, Gussie Wyatt.....	Jno. W. Guerrant.....	Virginia
Guerrant, Olive Pearl.....	J. B. Guerrant.....	Virginia
Guerrant, Martha Reamy.....	W. R. Guerrant.....	Virginia
Haskins, Mary Harriet.....	Mrs. Mary W. Haskins.....	Virginia
Haskins, Sallie Pettus.....	Mrs. Mary W. Haskins.....	Virginia

NAME.	PARENT OR GUARDIAN.	STATE.
Hodges, Arelia.....	Mrs. R. L. Meyers.....	Virginia
Hodnett, Pricie Nowlin.....	W. P. Hodnett.....	Virginia
Howard, Janie.....	H. O. Howard.....	Virginia
Hurst, Allie.....	B. W. Hurst.....	Virginia
Jones, Agnes Dillard.....	E. K. Jones.....	Virginia
Jordan, Marguerite Campbell.....	M. P. Jordan.....	Virginia
Kerns, Ruby Trevilian.....	H. O. Kerns.....	Virginia
Lipscomb, Emily.....	Rev. B. F. Lipscomb.....	Virginia
Lipscomb, Susie.....	Rev. B. F. Lipscomb.....	Virginia
Marshall, Nellie.....	Mrs. A. M. Marshall.....	Virginia
McGee, Anna.....	Mrs. McGee.....	Virginia
Orchard, Minnie.....	Chas. Orchard.....	Virginia
Parham, Grace Alfriend.....	E. T. Parham.....	Virginia
Patterson, Mary Finley.....	S. F. Patterson.....	Virginia
Peatross, Lisbeth.....	R. W. Peatross.....	Virginia
Plummer, Ella Roberta.....	S. R. Plummer.....	Maryland
Raine, Rochette Venable.....	Chas. A. Raine.....	Virginia
Rhodes, Lula.....	J. H. Rhodes.....	Virginia
Rison, Katherine.....	Jno. F. Rison.....	Virginia
Robertson, Mary Genevieve.....	Mrs. Allen Robertson.....	Virginia
Robinson, India Mabel.....	Dr. W. L. Robinson.....	Virginia
Scott, Carrie Guerrant.....	Geo. W. Scott.....	Virginia
Scott, Laura Bruce.....	Geo. W. Scott.....	Virginia
Shepherd, Bessie Trent.....	Wm. H. Shepherd.....	Virginia
Smith, Eva Minor.....	D. L. Smith.....	Virginia
Smith, Julia Margaret.....	Jno. A. Smith.....	Virginia
Smith, Susan Pocahontas.....	D. L. Smith.....	Virginia
Sneeden, Jennie.....	Jno. R. Sneeden.....	North Carolina
Sneeden, Lena.....	Jno. R. Sneeden.....	North Carolina
Stebbins, Charlotte Russell.....	H. B. Stebbins.....	Virginia
Stebbins, Julia Wilton.....	H. B. Stebbins.....	Virginia
Sublett, Lilah.....	C. W. Sublett.....	Virginia
Swain, Nellie May.....	Geo. W. Swain.....	Virginia
Swain, Grace Lynn.....	Geo. W. Swain.....	Virginia
Swanson, Sallie Archie.....	F. A. Swanson.....	Virginia
Taylor, Margaret.....	J. E. Taylor.....	West Virginia
Vawter, Leona Lee.....	C. E. Vawter.....	Virginia
Watson, Nannie Millner.....	F. B. Watson.....	Virginia
Walker, Annie Louise.....	F. L. Walker.....	Virginia
Wells, Mabel Clair.....	G. W. Wells.....	Virginia
Wemple, Lily.....	O. Wemple.....	Virginia
Wilson, Helen Averett.....	Geo. Wilson.....	Virginia
Withers, Anna Gertrude.....	Col. E. B. Withers.....	Virginia
Withers, Mary Stokes.....	Col. E. B. Withers.....	Virginia
Womack, Louise.....	Thos. Womack.....	Virginia
Womack, Pearl Henry.....	Thos. Womack.....	Virginia
Wright, Minnie.....	Rev. W. P. Wright.....	Virginia



## ENROLLMENT BY STATES.

From Virginia.....	490	From New York.....	3
From Maryland.....	37	From South Carolina.....	3
From West Virginia.....	22	From Pennsylvania.....	2
From North Carolina.....	18	From Brazil.....	1
From Texas.....	12	From District of Columbia.....	1
From Tennessee.....	6	From Florida.....	1
From Louisiana.....	5	From Indiana.....	1
From Missouri.....	5	From Jamaica.....	1
From Alabama.....	4	From Kansas.....	1
From Mississippi.....	4	From Ohio.....	1
From Georgia.....	3	From Oklahoma.....	1
From Kentucky.....	3	From Utah.....	1

From twenty-four States and countries.

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## DEGREES AND HONORS CONFERRED.

JUNE, 1897.

## 1. RANDOLPH-MACON COLLEGE, Ashland, Va.

## MASTERS OF ARTS.

William Martin Blanchard.....	North Carolina
Horace Campbell.....	Virginia
Hall Carter.....	Maryland
Henry O. B. Cooper.....	Virginia
Fred. William Hilbert.....	Maryland
Bradford Kilby.....	Virginia
Albert Harp Licklider.....	Virginia
George Vernon Litchfield, Jr.....	Virginia
James E. McCartney.....	Virginia
George Thomas Tyler, Jr.....	Virginia

## BACHELORS OF ARTS.

William Hinkle Best.....	Maryland
William Veitch Boyle.....	Maryland
Karl Sigismund Blackwell.....	Virginia
William Briggs Colonna.....	Virginia
David Hough Dolly.....	Virginia
John Henry Dulin.....	Virginia
Neil Courtice Scott.....	Virginia
Frank Allen Simpson.....	Virginia
Boyd Ashby Wise.....	Virginia

## GRADUATES IN SUBJECTS.

Bennett, A. E.....	Mathematics.....	Virginia
Blanchard, W. M.....	Biology, German, Latin.....	North Carolina
Blackwell, E. D.....	English, Latin.....	Virginia
Blackwell, K. S.....	Latin.....	Virginia
Blincoe, A. L.....	English, French.....	Virginia
Bradford, G. L.....	Mathematics.....	Virginia
Burch, W. G.....	Latin.....	Virginia
Burruss, H. W.....	English Bible.....	Maryland
Campbell, F. C.....	English, Latin.....	Virginia
Campbell, H.....	German, Biology, French, Latin.....	Virginia
Campbell, T. M.....	German.....	Virginia
Canter, H.....	Biology.....	Maryland
Cooper, H. O' B.....	English, Biology, Greek.....	Virginia
Darden, J. C.....	German.....	Virginia
Davis, C. H.....	German.....	Virginia

Dolley, J. C.....	French.....	Kentucky
Dulin, J. H.....	Latin.....	Virginia
Early, L. H.....	English Bible.....	Virginia
Eason, J. L.....	German.....	Virginia
Fitzpatrick, F. Burke.....	Latin.....	Virginia
Frost, W. H.....	German.....	Virginia
Furr, F.....	German.....	Virginia
Hepburn, N. T.....	French.....	Virginia
Hilbert, F. W.....	Biology, French.....	Maryland
Hughlett, J. D.....	German.....	Virginia
Jones, E. B.....	Latin.....	Virginia
Kern, A. A.....	Mathematics.....	Virginia
Kilby, B.....	Biology, English.....	Virginia
Lawson, G. B.....	German.....	Virginia
Lear, J. M.....	German.....	Virginia
Licklider, A. H.....	Biology, Greek, English, Latin.....	Virginia
Lillaston, J. W.....	Greek, English Bible.....	Virginia
Litchfield, G. V. Jr.....	English, French, Biology, Latin.....	Virginia
McCartney, J. E.....	Biology, English Bible, Mathematics.....	Virginia
Messick, J. F.....	German.....	Maryland
Piggott, J. B.....	German.....	Virginia
Rucker, M. P.....	Mathematics.....	Virginia
Simpson, F. A.....	German.....	Virginia
Smith, H. H.....	Greek.....	Maryland
Smith, J. H. H.....	German.....	Virginia
Sydenstricker, H.....	Latin.....	West Virginia
Tyler, G. T., Jr.....	German, Biology, English.....	Virginia
Tucker, J. R.....	Latin.....	Virginia
Vickers, J. C.....	German.....	Maryland
Walker, J. T.....	French, Latin.....	Virginia
Wheary, W. A.....	German.....	Virginia
Wise, B. A.....	Latin.....	Virginia

## PRIZES AND MEDALS

Awarded June, 1897.

## WALTON GREEK PRIZE.

J. W. Lillaston.....	Virginia
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## SUTHERLIN PRIZE MEDAL FOR ORATORY.

William M. Blanchard.....	North Carolina
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## H. W. MURRAY MEDALS.

For Scholarship.....	Frank A. Simpson.....	Virginia
For Proficiency.....	Geo. L. Bradford.....	Virginia

## WASHINGTON SOCIETY MEDALS.

Orator's Medal.....	F. R. Hill.....	West Virginia
Debater's Medal.....	W. B. Colonna.....	Virginia
Declaimer's Medal.....	W. B. Gates.....	Virginia



FRANKLIN SOCIETY MEDALS.

Debater's Medal.....	W. M. Blanchard.....	North Carolina
Improvement in Debate Medal...	B. A. Wise.....	Virginia
Disclaimer's Medal.....	J. F. Messick.....	Maryland

2. RANDOLPH-MACON WOMAN'S COLLEGE.

MASTERS OF ARTS.

Sallie Adams.....	Virginia
Martha Anderson Franklin.....	Virginia
Esten Holmes Jennings.....	West Virginia

BACHELORS OF ARTS.

Celeste Alspaugh.....	North Carolina
Edith Sumter Blackwell.....	Virginia
Martha McGavock.....	Virginia

GRADUATES IN SUBJECTS.

Adams, Sallie.....	English, Chemistry.....	Virginia
Alspaugh, Celeste.....	Physics.....	North Carolina
Blackwell, Edith S.....	Physics.....	Virginia
Borden, Mabel M.....	Mathematics, Music.....	North Carolina
Cheatham, Blanche E.....	Latin.....	Virginia
Cheatham, E. Edith.....	Pedagogy.....	Virginia
Edwards, Agnes V.....	Latin.....	Virginia
Franklin, Martha A.....	Chemistry, German, Pedagogy.....	Virginia
Fulgham, Annie S.....	English.....	Virginia
Glass, Meta.....	German.....	Virginia
Hargroves, Alice.....	Mathematics.....	Virginia
Homes, W. Elizabeth.....	Music.....	Virginia
Ireland, Mary C.....	Latin.....	Virginia
Jennings, Esten H.....	German, Physics, Pedagogy.....	Virginia
McGavock, Martha.....	Physics, Mathematics.....	Virginia
Mapp, Ada E.....	English, German.....	Virginia
Nowlin, Nannie R.....	German.....	Virginia
Page, Louise C.....	Latin.....	Virginia
Poindexter, Cornelia E.....	Latin.....	Virginia
Richardson, Eloise.....	Physics, Chemistry.....	Virginia
Terry, Corinne.....	Music.....	Virginia
Yates, Adelaide E.....	Music.....	Virginia

HONORS.

WASHINGTON LITERARY SOCIETY.

Annie S. Fulgham.....	Orator
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FRANKLIN LITERARY SOCIETY.

Eleanor F. Blackwell.....	Essayist
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## 3. RANDOLPH-MACON ACADEMY, Bedford City, Va.

## ROLLS OF HONOR, JUNE, 1897.

FOR CONDUCT.—The following students of the session of 1896-7, having given no occasion for criticism of their moral conduct, and having received no demerits for tardiness, idleness or disorder during the entire session, are entered upon the records of the Academy as constituting the Roll of Honor for Conduct for that session:

Barton,	Holmes,	Pfeiffer,
Bradford,	Keeler,	Powell,
Burge,	Land,	Saunders,
Cralle,	Leak,	Shackford,
Culpepper,	Lucas,	Shaffer,
Davis, J.,	Marsh,	Smith, W.,
Feddeman,	McAden,	Taylor,
Fleetwood, P.,	McNeal,	Terrell, H.,
Garrett,	Miller, H.,	Walker,
Haden,	Moore,	Winn,
Heath,	Nicholson,	Wright.
Holman,	Ogden,	

FOR STUDY.—The following students of the session of 1896-97 completed all the work assigned them for the year *with distinction in each class*, and are entered on the records of the Academy as constituting the Roll of Honor for Study for that session:

Barton,	James,	Powell,
Blackwell,	Keeler,	Saunders,
Burge,	McAden,	Shackford,
Cralle,	McNeal,	Shaffer,
De Shazo,	Miller, J.,	St. Clair,
Fleetwood, P.,	Miller, H.,	Taliaferro,
Fleetwood, H.,	Nicholson,	Valentine, B.,
Fleming,	Norris,	Valentine, T.,
Garrett,	Pfeiffer,	Wright.

SPECIAL SUCCESS.—The following students of the session of 1896-97 having passed all their examinations with an average mark of ninety-five per cent. or over, are deserving of special mention:

Cralle,	McNeal,	Shackford, J.,
Keeler,	Pfeiffer,	Valentine, B.,
McAden,	Saunders, W.	Valentine, T.

## MEDALISTS.

## WASHINGTON LITERARY SOCIETY.

Debater.....	J. W. Shackford, Virginia
Declaimer.....	J. K. Holman, South Carolina

## FRANKLIN LITERARY SOCIETY.

Debater.....	R. O. Norris, Virginia
Declaimer.....	E. C. Burks, Virginia

## BRADBURY SENIOR SCHOLARSHIP MEDAL.

William Bassett Valentine.....	Virginia
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## PRINCIPALS' JUNIOR SCHOLARSHIP MEDAL.

William Burton McNeal.....	Virginia
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## 4. RANDOLPH-MACON ACADEMY, Front Royal, Va.

## DISTINCTION ROLL FOR CONDUCT.

From such students as have never been off the roll of honor for conduct during the entire session, but who are not yet eligible to the Guard of Honor, selections are made for this roll of those who otherwise, by their diligence, promptness, obedience, etc., are adjudged to be worthy.

A blue ribbon is given them, to be worn as mark of distinction.

## SESSION OF 1896-97.

Blackwell, W. M.	Haslup, L. H.	Herr, R. E.
Jeffries, J. W.	Mark, H. M.	Oder, A. C.
Plummer, W. W.		

## GUARD OF HONOR—1896-97.

The Guard of Honor was selected from among those students who had both reached a certain degree of maturity in age or in their advancement in studies, and who had been upon the rolls of honor for conduct and for studies throughout the session. Certain privileges were annexed to the distinction, and a badge given, to be retained by them so long as they continued upon the roll.

## SESSION OF 1896-97.

Bond, F. M.	Grubb, J. H.	Hevener, J.
Hansbrough, L. F.	Kight, J. W.	Dilger, Carl
Magruder, Walter	Rudasill, Lewis	Humphrey, Wade R.
Richards, Jesse W.	Shoaff, D. E.	Kidner, G. D.
Hasel, Geo.	Kline, H. W.	Smith, J. W.
Warthen, C. R.	Hupman, J. B.	

## FIRST HONOR MEN—1896-97.

The following students having made an average of ninety-seven per cent. on all their studies throughout a full session, having not less than five subjects, two of which must be of the Fourth Form, and who also have never been off the First Roll of Honor for conduct during the entire session are entitled to special mention as first honor men.



SESSION OF 1896-97.

Hevener, Jacob	Kline, H. W.	Reeves, T. R.
Hupman, J. B.		

MEDALISTS.

SESSION OF 1896-97.

Orator's Medal.....	T. R. Reeves
Debater's Medal.....	J. W. Smith
Declaimer's Prize.....	J. W. Kight

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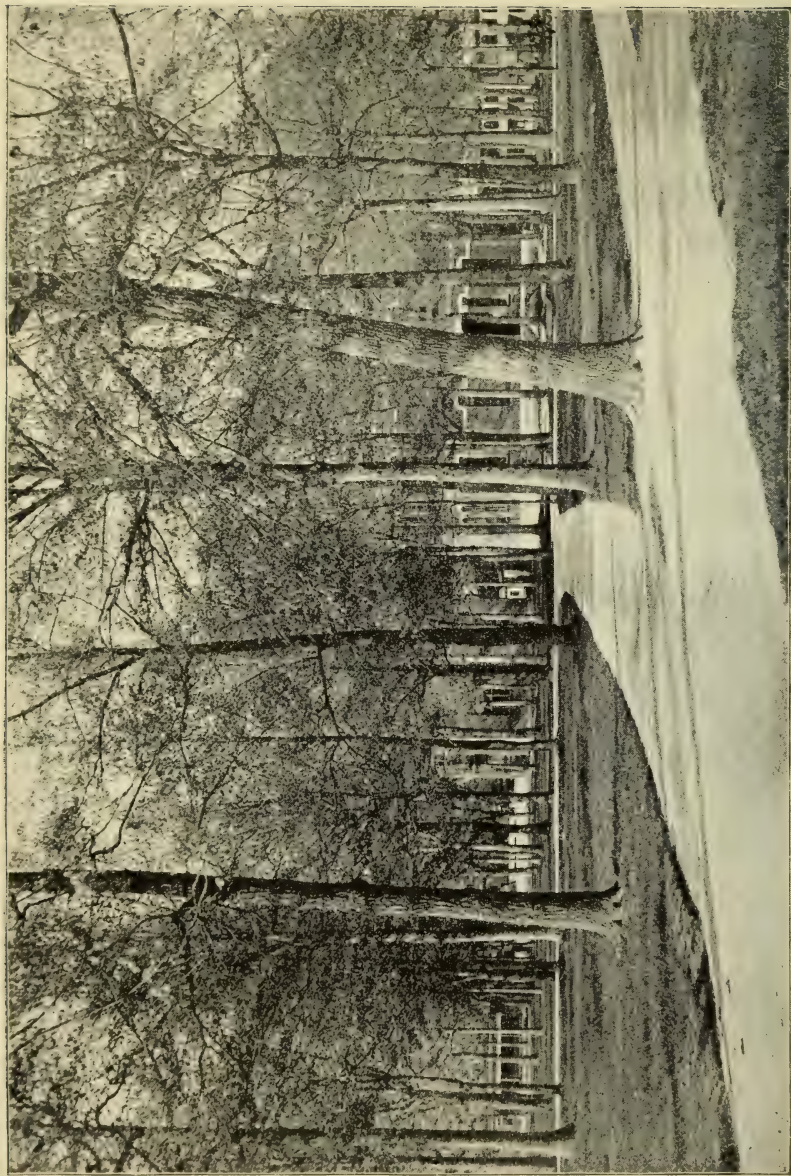
5. RANDOLPH-MACON INSTITUTE, Danville, Va.

ROLL OF HONOR.

The following students of the session 1896-97 completed all the work assigned them for the year *with distinction in each class*, and are entered on the record as constituting the Roll of Honor for Study of the Institute:

Bouldin, Fannie,	Farmer, Mattie,	Kerns, Ruby,
Bouldin, Lucy,	Flippin, Maude,	Scott, Carrie,
Bendall, Lucy,	Flynn, Lily,	Swain, Nellie,
Cook, Annie,	Hamlin, Mary,	Watson, Nannie,
Dodson, Nora,	Hill, Katie,	Weeks, Clara,
Embrey, Sallie,	Hodnett, Pricie,	Wemple, Lily,
Farmer, Fannie,	James, Helen,	Womack, Mary,
Farmer, Lizzie,	Jordan, Marguerite,	





RANDOLPH-MACON COLLEGE, ASHLAND, VA.--VIEW OF A PORTION OF THE CAMPUS.



# ANNOUNCEMENTS.

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## I. Randolph-Macon College,

ASHLAND, VA.

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### GENERAL INFORMATION.

Ashland is immediately on the Richmond, Fredericksburg and Potomac Railroad, sixteen miles north of Richmond, upon the most elevated plateau between that city and Fredericksburg, Va. The location is distinguished for healthfulness and accessibility. On this account the village of Ashland was originally incorporated as a summer resort, and is much frequented during the heated term, while the comparative infrequency and the brief duration of severely cold weather make it especially favorable to health and comfort during the College session. The severe pneumonia and violent fevers of the mountains and the malarial diseases of the Tidewater regions are comparatively unknown.

Six passenger trains each way stop at the College daily. Telegraphic connection with all parts of the country. Mail six times a day.

#### **Grounds and Buildings.**

The campus contains about twelve acres, beautified and shaded by a fine grove of oaks and maples. It has been thoroughly under-drained; gravel walks have been laid out, and many other improvements conducive to the comfort and convenience of the students have been made.

The buildings, besides professors' residences, are eight dormitories, the Pace Lecture-Room Building and Chemical Laboratory, the Duncan Memorial Chapel, the Halls of the Literary Societies, the Gymnasium, and the Pettyjohn Hall of Science, for lecture-rooms and laboratories for practical work in Physics and Biology.

The observatory contains a five-inch equatorial refracting telescope, transit instrument, sextant, &c.

**Libraries.** THE COLLEGE LIBRARY contains about eight thousand volumes, and valuable additions are annually being made by donations and purchases. The books are free to students.

THE WALTON CLASSICAL LIBRARY, with an endowment of \$1,000,

contains works on Greek and Latin subjects, and is under the management of the professors of those languages. The value of the books it now contains amounts to about \$500, and new books are added each year.

THE DARDEN ENGLISH LIBRARY, founded in 1888 by A. S. Darden, Esq., of Suffolk, Va., in memory of his son, A. Allen Darden, has an endowment of \$1,000. The income of the sum will be devoted to the purchase of books for the use of students in the Department of English.

**Literary Societies.** The Washington and Franklin Literary Societies, meeting weekly in their large and elegantly furnished halls for literary and oratorical exercise, are admirably conducted and enthusiastically sustained. They afford to every member an opportunity to acquaint himself practically with the methods of procedure in public assemblies, and with the duties of presiding and recording officers, and give invaluable practice in declamation and debate under the stimulus of a generous emulation for the rewards offered by them for excellence or for progress. They also edit and publish monthly a literary magazine. A student who fails to identify himself with one or the other of these Societies, loses an unusual opportunity to secure for himself privileges of great value.

**Religious Opportunities.** The daily work of the College is begun with religious exercises in the Chapel.

The Methodist, Episcopal, Presbyterian, Christian and Baptist churches of the village hold each two public services on the Sabbath, and at least one during the week, and the students provide frequent social religious meetings for their own benefit.

Bible classes conducted in the College Chapel on Sabbath mornings offer opportunity for Bible study under the instruction of the professors and officers of the College and other selected teachers, in addition to the course in the English Bible offered as regular College work. Several preaching appointments in the neighborhood are regularly filled by ministerial students.

YOUNG MEN'S CHRISTIAN ASSOCIATION.—This organization in the College offers many advantages to its members. It unites young men of different denominational preferences in bonds of mutual sympathy and fellowship, and gives Christian students, while away from their home-churches, helpful privileges and duties as members of a world-wide religious organization. Under its auspices, varied and interesting religious exercises are held in the cottages and in its own

beautifully furnished room on the campus, and seven Sunday-schools are sustained in the neighborhood.

Every student entering the College is presumed to be **Government.** a gentleman, and so long as he remains connected with it, is treated as such. In particular, his word is relied upon implicitly, and in all matters touching his own conduct is called for and accepted as the basis of action. This confidence in the integrity of our students lies at the foundation of our intercourse with them, and when any student forfeits it, he must be immediately excluded from the College. The one broad rule of Randolph-Macon is that all are required to conduct themselves in a moral, gentlemanly and student-like manner. In defining these terms, such special regulations and admonitions will be given as circumstances may call for. All that concerns the physical, mental and moral well-being of our students enlists our affectionate solicitude. We stand to them as friends, counsellors, and guides, and, while exercising our authority with freedom and firmness, shall expect their obedience to be based rather upon a sense of right and an appreciation of the necessity of system and order, than upon the fear of set penalties. When a young man cannot be influenced by appeals to these motives, we do not consider him prepared for college.

No student found to be dissipated or persistently idle can be retained. We shall seek earnestly to reform any such, but our duty to others under our care will not allow the effort to be long continued. No pains shall be spared to maintain a pure and wholesome moral atmosphere; and whenever, for any reason, we are satisfied that the presence of any student is corrupting others, or that his influence is felt for evil in the College, we shall refund the proportionate part of the fees paid, and require his withdrawal.

**Class Organization.** After an experience of many years, during which both methods have been tested, we deem a well guarded elective system preferable, under existing circumstances, to the curriculum. It affords an advanced student, having special aims, the privilege of pursuing a desired course, and it enables the Faculty to assign suitable work to those who are without uniform preparation, or who cannot remain long enough to complete the full course required for a degree.

Instruction is given by text-books and lectures. The effort is made to secure thorough scholarship, and students are retained in lower, or



returned from higher to lower classes, until the Professor considers them qualified to advance.

As each undergraduate course is satisfactorily completed, a Certificate therefor is issued to the student. When the work prescribed in the entire course of instruction in any subject is satisfactorily completed by an approved examination, the student is awarded a Diploma as a Graduate in that subject.

**Choice of Studies.** Students will be enrolled in appropriate classes after conference with the President and Professors. Each one is required to have not less than fifteen recitations a week, unless there are special reasons to the contrary, and no study can be changed or discontinued without the consent of the Faculty.

**Degrees.** The degrees conferred are: Bachelor of Philosophy, Bachelor of Arts, and Master of Arts. The attainments required to secure these degrees are as follows:

1. For the degree of Bachelor of Philosophy (Ph. B.): Approved examinations in the following courses:

Mathematics, through Course 10.	English, Courses 1, 2, 3, 4 and 6.
Moral Philosophy, through Course 2.	Latin, through Course 6.
French, through Course 3.	Physics, through Course 1.
Chemistry, through Course 3.	Political Economy, through Course 1.
Biology, through Course 2.	Geology, through Course 1.
Astronomy, Course 1.	

And three elective studies out of the following:

German, Courses 1 and 2.	Latin, Courses 7, 8, 9 and 10.
German, Courses 3 and 4.	Applied Mathematics, Courses 1 and 2.
English, Courses 5, 7 and 8.	

2. For the degree of Bachelor of Arts (A. B.): Approved examinations in the following Courses:

* Latin, through Course 10.	Moral Philosophy, through Course 1.
Chemistry, through Course 1.	Physics, through Course 1.
* Greek, through Course 4.	Biology, through Course 1.
English, Courses 1, 2, 3, 4 and 6.	Political Economy, through Course 1.
* Mathematics, through Course 6.	Astronomy, through Course 1.

A year's course in Physical Culture, and one year's attendance in one of the Literary Societies.

\*In this curriculum the following substitutions are allowed :

- (1) For Greek : Courses 3 and 4 in German and 1 in French.
- (2) For Courses 7, 8, 9 and 10 in Latin; Courses 5 and 6 in Greek or 7, 8, 9 and 10 in Mathematics.
- (3) For Course 6 in Mathematics and 1 in Political Economy, Courses 1, 2, and 3 in

This Bachelor of Arts curriculum has been arranged after much thought, to meet the demand for a practical, symmetrical education. It gives an excellent preparation for either business life or professional study.

3. For the degree of Master of Arts (A. M.):

1. The A. B. degree course, including course in Mathematics.
2. Four out of the following electives:

English, Courses 5, 7 and 8.  
 Latin, Courses 7, 8, 9 and 10.  
 Greek, Courses 5 and 6.  
 German, Courses 3 and 4.  
 French, Courses 2 and 3.

Mathematics, Courses 7, 8, 9 and 10.  
 Moral Philosophy, Course 2.  
 Chemistry, Course 2.  
 Biology, Course 2.

The electives chosen must all be outside of the courses upon which the A. B. degree was obtained.

**Prizes.** There are three regular prizes publicly awarded at each Commencement.

1. "THE SUTHERLIN PRIZE MEDAL FOR ORATORY," established by Major W. T. Sutherlin, of Danville, Va., 1872, is presented to the best orator who shall contend for the same, to be decided by three competent judges, having no official connection with the College, selected by the Trustees.

2. "THE WALTON PRIZE FOR GREEK SCHOLARSHIP," established in 1872 by Mr. George E. M. Walton, of Hanover county, Va., is presented to the student who, in the judgment of the Faculty, by his progress and attainment in Greek studies, has best deserved it.

3. "THE H. W. MURRAY MEDALS," established in 1889 by legacy of Mrs. W. R. Goodwin, of Louisa county, Va., in memory of her father, Hon. H. W. Murray. There are two of these medals. The first, called the "Murray Medal for Proficiency," is awarded each year to the student who, having not fewer than four college classes, has made the highest average on all his examinations of that session. The second, called the "Murray Medal for Scholarship," is awarded each year to the student who takes A. B. or A. M., and who has made the highest average upon examination in graduating classes of the A. B. course.

**Examinations.** There are two examinations, conducted in writing, one at the close of the half-session in February, the other at the close of the session in June. A student who fails to pass an approved examination, loses his right to advance to a higher class.

**Reports.** A report of the standing of each student is made to the parent or guardian at the end of every five weeks during the session, and such special remarks are appended as each case may suggest.

**Requirements for Entrance.** Students applying for matriculation must be of good moral character and sufficiently advanced in mental discipline to profit by the instruction offered. Besides the usual branches taught in a good common school course, the applicant should be accurately prepared in English through Grammar and Elementary Rhetoric; in Latin through an Elementary Grammar with exercises, and the first four books of Cæsar's Gallic War or its equivalent; in Mathematics through Equations of the Second Degree, and three books of Plane Geometry.

Students whose preparation in any one of these subjects is deficient may matriculate in College conditionally, the deficiency to be made up to the satisfaction of the professor of the department during the college year.



## COURSES OF INSTRUCTION.

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The subjects in which instruction is given in the College are Latin, Greek, English, German, French, Mathematics, Chemistry and Geology, Physics, Astronomy, Biology, Moral Philosophy, the English Bible and Physical Culture.

In these subjects courses of study are arranged leading to the degrees of Bachelor of Philosophy, Bachelor of Arts, and Master of Arts, as before set forth.

### LATIN.

PROFESSOR BOWEN.

For matriculation in this department a student must have a fair knowledge of Latin syntax and be able to begin reading Cicero. Students are expected to have read at least four books of Cæsar, or the equivalent. The class of the first year reviews the forms and aims at a thorough acquaintance with the case-relations by weekly exercises in prose composition. The authors read in this class are Cicero, Vergil and Ovid.

In the second year the class pursues a more extended course in syntax and reads chiefly Livy, Tacitus and the elegiac poets. In the third year the class continues the practice of weekly exercises in prose composition and studies the literature, the language, the government, and the private life of the Romans, reading chiefly Juvenal, Horace, Plautus and Terence.

### COURSES.

1. Cicero's Orations, Gildersleeve's Grammar (3d edition) and Exercise Book. Four hours a week.

2. Vergil's *Æneid* and Pastoral Poems; the elements of Latin versification, including the Hexameter; Grammar and Exercises. Four hours a week.

3. Ovid's *Metamorphoses*. One hour a week throughout the year.

NOTE.—Courses 1, 2 and 3 constitute the work of the first year. They are taken consecutively.

TEXT-BOOKS—Cicero's Select Orations (Allen and Greenough); Ovid's *Metamorphoses* (Allen and Greenough); Vergil (*Nettleship*); Vergil's *Bucolics* and *Æneid* (Greenough, Harper and Miller); Gildersleeve's Latin Grammar (3d edition) and Exercise Book.

4. Roman History.—Livy, XXI and XXII; collateral reading including especially the Punic Wars; Grammar and Exercises. Three hours a week.

5. Tacitus, *Germania* and *Agricola*; *Private Life of the Romans*; Grammar and Exercises. Three hours a week.

6. Roman Elegiac Poetry.—Select elegies of Propertius, Tibullus and Catullus. One hour a week throughout the year.

NOTE.—Courses 4, 5 and 6, taken consecutively, constitute the work of the second year.

TEXT-BOOKS—Livy, Books XXI and XXII (Westcott, or Lord); Tacitus's *Agricola* and *Germania* (Hopkins); Mommsen's *History of Rome* (abridged); *The Private Life of the Romans* (Preston and Dodge); Catullus (Merrill); Propertius (Postgate); Grammar and Exercise Book as in first year.

7. Roman Satire.—Juvenal and Horace's *Satires*; lectures on the origin and development of the satire; weekly exercises. Three hours a week.

8. Roman Drama.—Plautus' *Miles Gloriosus*, Terence's *Phormio*; lectures on the origin and development of the drama. Three hours a week.

9. Horace's *Odes* and *Epistles*; prosody, including the scansion of the odes read; weekly original exercises based on some Ciceronian text. Three hours a week.

10. Roman Literature. One hour a week.

NOTE.—Courses 7, 8, 9 and 10 constitute the work of the third year. Much of the translation in all the classes is done privately.

TEXT-BOOKS—Horace: Smith's edition of *Odes* and *Epodes*, Palmer's edition of *Satires*; Hardy's *Juvenal*; Tyrrell's *Miles Gloriosus* of Plautus; Elmer's *Phormio* of Terence; Gow's *Companion to School Classics*; Mackail's *Latin Literature*; Appendix to Bennett's *Latin Grammar*, as reference book on historical grammar, Henry's *Comparative Grammar of Greek and Latin* and Lindsay's *Latin Language*.

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## GREEK.

PROFESSOR EASTER.

The work of this department extends over a period of three years in the College Course proper, to which is prefixed an additional year of introductory study to permit students to begin Greek who, ready for college along other lines, have not had adequate preparation in this

language. This is a concession to necessities arising from the prevalent lack of instruction in Greek in preparatory schools.

The ideal sought to be realized is the accurate study of the Greek language on an etymological, syntactical and historical basis. To this is added an examination into the History and the Literature of the Greeks, with an attempt to show how the work of this remarkable people is connected with modern life in its various phases. These ends are sought to be obtained by translation and analysis of the writings of the best authors, with a view to matter, thought, and style; by constant exercise in Greek composition, and by reading, in translations, a considerable part of Greek Literature.

#### COURSES.

1. Goodwin's (revised) Grammar (to Syntax); Xenophon's Memorabilia of Socrates (Winans); Old Greek Education (Mahaffy); Allinson's Greek Prose Composition. Parallel in English: Herodotus (four books); Cyropedia of Xenophon. Five times a week for the first term.

2. Goodwin's Grammar (completed); Xenophon's Memorabilia of Socrates (Winans); Lysias (Bristol); Greek Literature (Jebb); Allinson's Greek Prose Composition. Parallel in English: Plutarch's Lives (selections, ten in number); Essay on Greek Education. Five times a week for the second term.

Courses 1 and 2 constitute the first college year.

3. Goodwin's Grammar (for reference); Prose Composition (Sidgwick); New Testament (Westcott and Hort); Studies in the Greek New Testament (Smith). Parallel in English: Xenophon's Memorabilia of Socrates; Aristophanes' Clouds. Three times a week for the first term.

4. Grammar and Composition as in Course 3. Homer's Iliad (Keep); Gayley's Classic Myths. Parallel in English: Trial and Death of Socrates (Church); Light to the Ancient Greeks (Smith). Essay. Three times a week for the second term.

Courses 3 and 4 constitute the second college year, and are supplemented by such other work as is necessary for the further understanding of Homeric and New Testament Greek.

5. Grammar and Composition as in Course 4. Plato (Purves' Selections); Sophocles' Philoctetes (Graves); Willson's Mosaics of Grecian History. Parallel in English: Plato's Republic, Books 1-3,



5-7, 9, 10; Aristotle's Republic, Books 1-4, 7, 8. Three times a week for the first term.

6. Grammar and Composition as in Course 5. Sophocles; Demosthenes; Attic Orators (Jebb); Longinus on the Sublime, and Aristotle's Poetics (in translations). Parallel in English: Xenophon's Economicus, chaps. 1-11; Plutarch on Superstition; Euripides' Alcestris; Æschylus' Prometheus Bound. Essay. Three times a week for the second term.

Courses 5 and 6 constitute the third college year, and are intended not only to increase the student's knowledge of Greek, but to aid in the development of his general literary culture.

#### INTRODUCTORY YEAR.

The purpose of this class has been already stated. The class meets five times a week throughout the two terms.

FIRST TERM.—White's First Greek Book; Mahaffy's Old Greek Life; The Study of Greek (Smith); Homer's Odyssey (Butcher's or Bryant's translation); Gayley's Classic Myths.

SECOND TERM.—White's First Greek Book; Greek Reader (Moss); Fyffe's History of Greece; Gayley's Classic Myths. Essay of ten pages on some subject drawn from the Odyssey. Further parallel as may be assigned.

The work of the department is greatly aided by the endowment of the Walton Greek Library. Students are permitted to make use of the books in this Library, of course under proper restrictions.

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### ENGLISH.

PROFESSOR BLACKWELL.

The study of English is on an equal footing with that of Latin and of Greek. The same amount of time is allotted to it; the same rigorous method is pursued. With each course parallel reading is assigned.

#### COURSES.

1. HIGHER GRAMMAR.—A short course in advanced grammar and grammatical analysis. Bain's Higher Grammar, in part; Smith and Blackwell's Parallel Syntax Chart. Five hours a week, with semi-weekly exercises.

2. RHETORIC.—Style with especial study of the Sentence and the

Paragraph; General Processes in the Ordering of Material; Genung's Practical Rhetoric and Rhetorical Analysis. Five hours a week, with semi-weekly exercises.

3. RHETORIC.—A continuation of No. 2. Description, Narration, Exposition, Argumentation, Persuasion. Especial attention is given to Argumentative discourse and Brief drawing. Bain's Rhetoric. Bradley's Orations and Arguments; Baker's Specimen Briefs. One hour a week and weekly exercises.

4. LITERATURE.—History of Literature; Lyric Poetry; the Essay, as represented by Macaulay and Carlyle. Pancoast's Introduction to English Literature, Palgrave's English Lyrics, Selections from Milton, Addison, Swift, Cowper, Macaulay. Two hours a week.

5. LITERATURE.—An advanced course, devoted to the study of Tennyson's, Browning's and Matthew Arnold's poems; four essays. One hour a week.

6. SHAKSPERE.—The historical plays of Shakspere. Dowden's Shakspere. Once a week.

7. OLD ENGLISH.—Cook's First Book in Old English. Twice a week.

8. MIDDLE ENGLISH.—Sweet's Middle English Primer; Chaucer's Prologue and Knightes Tale; Emerson's History of the English Language. Twice a week.

Courses 1, 2, 3, 4, 6 and 7 are required for the A. B. degree. Courses 5 and 8 are allowed as electives for the A. M. degree.

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## GERMAN.

PROFESSOR EASTER.

In this department the attempt is made to have students acquire a correct pronunciation, and to enable them to write and to translate with facility and accuracy. The main facts of German life, and the value of the history and the literature of Germany are also presented. Some knowledge of the kinship of German and English is likewise given.

### COURSES.

1. Whitney's Compendious Grammar; Exercises; Brandt's Reader; Baring-Gould's Story of Germany. Four times a week for the first term.

2. Same Grammar and Reader; Exercises; L'Arrabbiata (Frost);

Höher als die Kirche (Whittlesey); Parry's Life Among the Germans. Four times a week for the second term.

Courses 1 and 2 constitute the first college year, and may include parallel reading not here mentioned.

3. Same Grammar; Exercises; Maria Stuart (Joynes); Bilder aus der Deutschen Literatur (Keller).

4. Same Grammar; Exercises; Bilder (Keller); Emilia Galotti (Poll); Heine's Reisebilder (Colbeck); Gutzkow's Zopf und Schwert (Lange); Faust (Thomas); Imperial Germany (Whitman). Parallel as assigned.

Courses 3 and 4 constitute the second college year, the amount of work in them as here laid down being the minimum quantity. To take up the second year class, the student must give evidence of having covered, in a satisfactory manner, the work of the courses leading thereto. Should he lack but little of having covered ground equivalent to that in Courses 1 and 2, he may be admitted to Course 3, but will be required to make up his deficiencies.

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## FRENCH.

PROFESSOR BLACKWELL.

### COURSES.

1. Whitney's Grammar; Super's French Reader; Crane and Brun's Tableaux de la Révolution Française; Super's Historical Reader in part; Montgomery's French History.

Five hours a week, with weekly exercises throughout the year.

2. French of the 17th century; Crane's La Société Française au XVIIIème Siècle; Molière's Les Précieuses Ridicules, Les Femmes Savantes, and Le Misanthrope; Corneille's Le Cid; Racine's Athalie.

Three times a week for the first term, with weekly exercises.

3. The Romantic Movement in France. Crane's Le Romantisme Français; Saintsbury's French Literature. A course of parallel reading, chiefly of authors of the 17th century, Montesquieu, Pascal, Descartes, La Rochefoucauld.

Three times a week for the second term, with weekly exercises.

Course 1, with graduation in German, may be substituted for Greek in the A. B. degree. Courses 2 and 3 may be offered as electives for the A. M. degree.



## CHEMISTRY.

PROFESSOR RAGLAND.

The work in this department is embraced in three courses of one academic year each.

## I. CHEMISTRY.

The aim of this course is to review the field of general chemistry unencumbered with the minutiae and detail necessary to a full knowledge of the subject. It is intended especially for those who wish a certain amount of chemistry as a part of a general education, and is also a prerequisite to those who wish to pursue the study further.

The elements of chemical theory, the interpretation and use of chemical symbols, formulæ and equations, and the descriptive study of the elements and their compounds, following the periodic classification of Mendelejeff will be the subject matter for lecture and recitation during the first half term.

From time to time, lectures will be given on the chemical principles and processes involved in some of the more important manufacturing industries. Opportunity is given the student to perform a set of experiments fully illustrating the principles demonstrated in the text. This work is especially arranged to cultivate correct habits of observation and manipulation, and to train the student's powers of reasoning.

During the last half term, a course of lectures is given on the compounds of carbon of the aliphatic, and of the aromatic series. The laboratory exercises will consist of preliminary work in qualitative analysis by the dry and by the wet method. A thorough course in blow-pipe analysis will be given, and the simpler metallic salts will be investigated by the wet method.

Recitations, three hours per week; laboratory work, four hours per week.

TEXT-BOOKS—Remsen's Briefer Course in Chemistry, Remsen's Organic Chemistry, Notes on Blow-pipe Analysis.

BOOKS OF REFERENCE—Mendelejeff's Principles of Chemistry, Roscoe and Schorlemmer's Treatise on Chemistry, Vol. 1.

## II. CHEMISTRY.

To be admitted to this course, the student must have passed on Chemistry I or its equivalent. The work in the class room during the first half term consists of lectures and recitations on the subject of theoretical chemistry and on topics in advanced inorganic chemistry.

Organic chemistry will be taken up the second term. Stress will be laid both on the industrial applications of the science, and also on the theoretical considerations involving the molecular structure of organic substances.

The laboratory work is grouped under three heads:

1. **QUALITATIVE ANALYSIS.**—The student will be required to familiarize himself with the more important analytical reactions, using artificially prepared substances; afterwards mixtures of more or less complexity will be analyzed. Finally, complete analyses of complex minerals, ores, alloys, etc., will be made.

2. **QUANTITATIVE ANALYSIS.**—Complete gravimetric determinations of acidic and basic radicals in chemically pure substances will constitute the work at the beginning.

Next, a few typical pieces of volumetric analyses will be given, including alkalimetry, iodometry and oxidation methods. This will be followed by some pieces of work requiring special analytical methods, such as the analyses of ores, coins, alloys, fertilizers and mineral waters.

3. **ORGANIC PREPARATIONS.**—The preparation of a number of organic compounds illustrating some of the more important reactions in organic chemistry completes the work.

The class meets three times a week throughout the year. The time required in the laboratory varies with the individual student. The average student will require at least six hours per week to complete the work assigned.

**TEXT-BOOKS**—(For the first half term to be chosen.) Remsen's Organic Chemistry, Clowes and Coleman's Qualitative Analysis, Cairn's Quantitative Analysis, Wanklyn's Water Analysis, Mandel's Manual for the Bio-Chemical Laboratory, Gattermann's and Levy's Organic Preparations, Classen's Quantitative Analysis by Electrolysis, Thorpe's Lectures on Historical Chemistry.

**REFERENCE BOOKS**—Qualitative and Quantitative Analysis, Fresenius; Organic Chemistry, Meyer and Jacobsen.

### III. CHEMISTRY.

For those who expect to make a special study of chemistry, either as original investigators or as teachers of chemistry; and for those who wish to become analysts in applied chemistry, this course is offered. Courses I and II in Chemistry or the equivalent of both, and a reading knowledge of French and German, will be required for en-

trance. An extended course of reading in Historical Chemistry, Pure and Applied Chemistry and Journal Literature will accompany the laboratory work. The latter will consist of special quantitative methods, the testing of new methods in analysis, the preparation of advanced organic compounds and investigations in pure chemistry.

The work will be varied to suit the needs and intentions of the student.

The chemical laboratory is a large, well ventilated, and well lighted room, supplied with modern conveniences for expeditious and accurate work. Among these may be mentioned, water and gas convenient to each desk, a hood for noxious gases, a combustion furnace, nitrometers, apparatus for gas analysis and for vacuum filtration and exceptionally fine chemical balances.

A well chosen library, and current numbers of several foreign and domestic chemical journals, are available for reference.

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## GEOLOGY.

PROFESSOR RAGLAND.

The course in Geology includes oral instruction and recitations twice per week during the first half term. The course is intended to give the general student a fair knowledge of geological phenomena.

The discussion of the causes and processes of change now in operation on the earth to produce structure, is first taken up. This is followed by a series of lectures on the origin and mode of occurrence of the materials which make up the earth's crust.

Specimens of the common rocks and minerals will be used for illustrative purposes, and the student will be encouraged to collect and classify such rock specimens as may be available for the purpose.

A brief outline of the principal historical features of the changes through which the earth has passed as recorded in the successive rock systems, will conclude the work.

Text-books to be chosen.

BOOKS OF REFERENCE—Geikie's Text-Book of Geology, Winchell's Geological Studies.



## MINERALOGY.

PROFESSOR RAGLAND.

This course is open only to those who have had at least four months' work in inorganic chemistry. Two hours per week in the class room with an appropriate amount of laboratory work during the second half-term, will be required. About one-third of this time is taken up with crystallography, which will be illustrated by a set of crystal models and natural crystals. The remaining time will be devoted chiefly to descriptive and determinative mineralogy. Attached to the laboratory is a museum, which contains a most excellent collection of minerals, including all but the rarer specimens. Recent additions have been made to this, chiefly in the line of supplies of the more common specimens, which will be used in the laboratory. The student will be familiarized with blow-pipe methods and other chemical tests useful in determining minerals, and will be required to apply the knowledge thus gained in determining unmarked specimens. Especial attention will be devoted to such specimens as are of geological or of economic importance. Practice will also be given in determining minerals by their physical and crystallographic criteria.

TEXT-BOOKS—Minerals and How to Study Them, E. S. Dana ; Tables for the Determination of Common Minerals, Crosby.

REFERENCE BOOK—A System of Mineralogy, J. D. Dana.

## ASTRONOMY.

PROFESSOR RAGLAND.

## COURSE.

This class meets three times a week during the second half-session. The course is a general one, and partly concerns the instruments, methods, and data of practical astronomical work, partly is descriptive of the present state of astronomical knowledge. The work is done by recitations, lectures and observations. The Lutz Observatory, founded by Mrs. M. A. Lutz, in memory of her husband, F. A. Lutz, formerly a trustee of the College, is provided with sextant, transit instrument, a reflecting telescope of five inches aperture, and a refracting telescope of five and a quarter inches aperture, made by Byrne, worked over by Alvan Clark & Sons. This telescope is equatorially mounted, and is provided with driving clock and graduated circles. The facilities

of the Observatory are made perfectly accessible to the class. Experimental Physics and Trigonometry are required for admission.

TEXT-BOOKS—Newcomb and Holden's Astronomy.

## PHYSICS.

PROFESSOR WIGHTMAN.

Many additions and improvements have recently been made to the Physical Department, chiefly in the appliances used in the study of sound, light and electricity. For the study of sound, in addition to stock apparatus, there have been obtained tuning-forks, a good siren and a set of organ pipes; for light, projection apparatus for spectrum analysis; in electricity, galvanometers, resistance boxes of most approved pattern, and an excellent X ray outfit.

### COURSE.

GENERAL PHYSICS.—Instruction is given in two complementary parts. (a) Recitations. (b) Laboratory Work, extending throughout the year.

(a) In recitations the class meets three times a week throughout the year. The course is elementary and general. It embraces: Mechanics of Liquids, Solids, Gases; Sound; Heat; Light; Electricity. Instruction is given chiefly by experimental lectures, and in this way parts of the text-books are largely supplemented. About two hundred and fifty demonstrations are given by the Director.

TEXT-BOOK—Lessons in Elementary Physics, Stewart; or University Physics, Carhart.

(b) LABORATORY WORK.—Two hours a week. In addition to the regular recitations, the student will be required to perform, under the supervision of the Director, as thoroughly as possible, a series of experiments, repeating what was done before him in the recitations, and also performing other experiments which will be assigned to him. He thus, by experience, becomes acquainted with the fundamental laws of matter explained in his text-book.

LABORATORY MANUAL—Practical Physics, Chute; or Experimental Physics, Ames.

Courses 1, 2 and 3 in Mathematics or their equivalent are required for admission to this class.

Five dollars per half-session will be charged as a Laboratory fee.

## BIOLOGY.

PROFESSOR WIGHTMAN.

The Biological Department occupies a suite of three rooms in Science Hall. These are a lecture-room, a library and office, and a laboratory. The lecture-room is well-equipped with modern conveniences. In the library and office are located the working museum and reference library. The laboratory is a large, well-heated and ventilated room, with good illumination. The equipment offers an excellent opportunity for an earnest student to acquire the fundamental principles of Biology. Gas and water pipes are well distributed, a distilling apparatus furnishes an abundance of distilled water, while incubators, microtomes, microscopes, plethysmographs, tambours, sphygmographs, myographs, an artificial heart and blood-vascular system and skeletons, mounted and disarticulated, are some of the appliances used by the student.

## COURSES.

Two courses in Biology are offered, each a year in length.

1. GENERAL BIOLOGY.—The purpose of this course is to survey the living world by the study of typical forms. No attempt is made to develop botanists, zoölogists or physiologists; but the chief aim is to put within the student's grasp a knowledge of the broad principles underlying the structure and physiology of living things by a study of the characteristics of living matter, of the phenomena of growth, development and reproduction, and of comparative anatomy.

The following are some of the topics discussed: The bacteria, including the diseases of plants and animals with their causes and prevention; the principles of hygiene, the digestion and assimilation of food, heredity, the influence of education, and many sociological problems, such as the effect of food and habit on the working power of the race. Instruction is given by means of (a) Lectures, (b) Laboratory Work.

(a) LECTURES.—Three hours a week throughout the year. This course will embrace a comparative study of living things—animal and vegetable. Beginning from such simple microscopic organisms as the Yeast plant and the Amœba, the student will be led to consider successively higher types chosen from the great classes of the animal and vegetable kingdoms until he reaches such a complex organism as a common flower, the buttercup, and a typical mammal—the rat or rabbit. The work of the year will include the study of Embryology and



phanerogamic Botany. In Embryology the development of the chick will be taken as a type; in Botany special attention will be paid to the methods of collecting, preserving and classifying of specimens.

(b) **LABORATORY WORK.**—Four hours a week throughout the year. Each student is supplied with reagents and instruments and with a table, a microscope, and all apparatus necessary for successful work. About fifteen typical forms are studied. The order of work is from the simpler to the more complex organisms. The principles of microscopy, the handling, staining, mounting and sketching of specimens, and the comparison of one form with another are essential features of the work. About five weeks are given to Embryology. Each student is required to hand in a selected herbarium properly arranged and mounted.

A laboratory fee of five dollars per half session is charged.

One year's work in Physics is required for admission to this course.

2. **COMPARATIVE ANATOMY AND PHYSIOLOGY.**—The aim of this year's work is to enable the student to become familiar with the principles of Biology manifested in man and the higher animals. In this class, also, instruction will be given by means of (a) Lectures, and (b) Laboratory Work. The lectures will be amply supplemented by suitable demonstrations, and in the laboratory the student becomes acquainted by experience with the details of microscopy and with the methods of experimental physiology. The following synopsis of the course will give an idea of its scope:

(a) **LECTURES.**—Three hours a week throughout the year. The subjects embraced in this course are—

- (1) Comparative anatomy of mammalia.
- (2) Microscopic anatomy of man and higher animals.
- (3) Physiology and hygiene of man.

(b) **LABORATORY WORK.**—Six hours a week throughout the year.

(1) Dissection of dog or rabbit. About five weeks are given to this work. Included in it is a study of human Osteology. As guides, Howell's Dissection of the Dog or Parker's Zoötomý and Gray's Anatomy are followed.

(2) Preparation and microscopic examination of the tissues of man and the higher animals. Almost every tissue and organ of the human body is microscopically studied. This work includes the details of microscopic technique as the killing, hardening imbedding, cutting



and staining of preparations, the injection of organs, and the sketching of the sections prepared by the student. Stirling's Histology is used.

(3) Demonstrations and experiments on the physiology of the organs of man and the higher animals. Close attention is paid to the working of muscle, the innervation of the heart, vaso-motor effect, digestion and assimilation, respiration, excretion, and the functions of the central nervous system. Suitable apparatus is at hand for the use of the student. Stirling's Practical Physiology is the basis of work.

A laboratory fee of five dollars per half session is charged.

For admission into this course one year's work in Chemistry and Physics is required.

#### PRELIMINARY MEDICAL COURSE.

Randolph-Macon College is in no sense a technical school. Many young men, however, are looking forward to the study of medicine after the completion of their regular A. B. course. To these young men it will be most advantageous to incorporate into their studies all the courses in Chemistry, Biology and Physics. These studies form the basis of modern medicine. Such a young man will then secure not only the mental development due to systematic collegiate work, but, in addition, will have laid a firm foundation for his professional course.

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### MATHEMATICS.

PROFESSOR SMITHEY.

#### I. PURE MATHEMATICS.

The work of this department is designed to give an accurate knowledge of the fundamental ideas and of the scope of the chief branches of Pure Mathematics, and to render their principles effective in developing in the student the power of independent and consecutive thought. In all the courses, the working of original exercises during the session and at the examinations is required as a test that the subjects that are studied are understood. The method of instruction is, in most of the courses, by text-books, supplemented by informal lectures.

#### COURSES.

1. ALGEBRA.—Quadratic Equations and Simultaneous Equations involving Quadratics, Theory of Quadratic Equations and Quadratic

Expressions, Imaginary Expressions, Ratio, Proportion, Series, Mathematical Induction, Permutations and Combinations, Binomial Theorem, Logarithms, Probability. Hall and Knight's Algebra. Five hours a week. Written work weekly.

2. DETERMINANTS.—A brief course, designed to give a working knowledge of the theory of Determinants with some of its more important applications. Peck's Determinants. Five hours a week. Written work weekly.

3. PLANE AND SOLID GEOMETRY.—Comparison and Measurement of the Surfaces of Rectilineal Figures, Regular Polygons and Circles, Measurement of the Circle, the Plane, Polyhedral Angles, Polyhedra, the Cone, the Cylinder, the Sphere and their Measurement. Numerous original exercises. Elements of Geometry by Phillips and Fisher. Five hours a week. Written work weekly.

4. TRIGONOMETRY.—Plane and Spherical, with applications and use of Logarithmic tables. Newcomb's Plane and Spherical Trigonometry; Newcomb's Logarithmic Tables. Four hours a week. Written work weekly.

5. THEORY OF EQUATIONS.—General Properties of Equations, Solution of Numerical Equations, Commensurable Roots, Incommensurable Roots, Methods of Approximation, General Methods and Theorems, Complex Quantities, Symmetric Functions of the Roots of an Equation. The subject is treated by lectures. Todhunter's Theory of Equations for reference. Four hours a week. Written work weekly.

6. ANALYTICAL GEOMETRY OF TWO DIMENSIONS.—Construction and Discussion of Equations, the Straight Line, the Circle, the Conic Sections, Discussion of the General Equation of the Second Degree. Puckle's Conic Sections. Four hours a week. Written work weekly.

7. ANALYTICAL GEOMETRY OF THREE DIMENSIONS.—A brief course. The subject is treated by lectures. Three hours per week.

8. DIFFERENTIAL CALCULUS.—Differentiation, Expansion of Functions, Evaluation of Indeterminate Forms, Functions of several Independent Variables, Implicit Functions, Change of the Independent Variable, Maxima and Minima of Functions of one and two Variables, Tangents and Normals, Asymptotes, Concavity and Convexity, Contact, Curvature, Evolutes and Involutives, Envelopes, Curve Tracing. Todhunter's Differential Calculus. Three hours a week.

9. INTEGRAL CALCULUS.—Elementary Forms, Methods of Inte-

gration, Double Integration, Rectification, Areas of Plane Curves and Surfaces, Volumes of Solids. Todhunter's Integral Calculus. Three hours a week.

10. PARALLEL READING.—The object of this course is to give students some knowledge of the history and of the philosophy of Mathematics.

ARRANGEMENT OF THE COURSES BY YEARS.—Courses 1, 2 and 3 follow each other consecutively, and form the first year's work in Mathematics. Courses 4, 5, 6 constitute the second year's work, and courses 7, 8, 9, 10 the third.

REQUIREMENTS FOR DEGREES.—Courses 1, 2, 3, 4, 5, 6 are required for the degree of Bachelor of Arts. Courses 7, 8, 9, 10 can be taken as a substitute for the third year's work in Latin in the Bachelor's Degree, and they can be offered as electives for the degree of Master of Arts.

## II. APPLIED MATHEMATICS.

While the College does not aim to give students a technical education, yet facilities are afforded by which a knowledge of some of the more useful applications of mathematical principles may be acquired. The following courses are offered in Applied Mathematics:

1. DESCRIPTIVE GEOMETRY.—Problems of the Point, the Line and the Plane, Surfaces, single-curved and double-curved, Intersections, Tangencies, Shades and Shadows, Perspective, Isometric Projections.

2. LAND SURVEYING.—Computation and Division of Areas. Field practice is given with the chain, the compass, the theodolite and the level.

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## MORAL PHILOSOPHY.

PROFESSOR KERN.

In this department are two courses of study, with the following arrangements of subjects and recitations:

### COURSES.

I. (1) PSYCHOLOGY, LOGIC, ETHICS.—Four recitations a week throughout the year.

TEXT-BOOKS.—Hopkins' Outline Study of Man, Jevons' Lessons in Logic, Hopkins' Law of Love.

(2) PSYCHOLOGY, HISTORY OF PHILOSOPHY, NATURAL THEOLOGY. Three recitations a week throughout the year.

TEXT-BOOKS.—Porter's Elements of Intellectual Science, Flint's Theism.

The text-book is used either as the basis of instruction or its point of departure. The student's own opinions are never accepted as a substitute for the knowledge of the subject as taught ; but independent thinking is encouraged. Free use is made of diagrams on the black-board, in illustrating psychological relations. As a means to the attainment of practical familiarity with logical formulas and the detection of fallacies, weekly exercises in Logic are required during the greater part of the first year.

The History of Philosophy is studied throughout the whole session. A brief survey of the course of philosophical thought, ancient and modern, is given in lectures ; and in addition, suitable reading in the works of representative philosophers and their historians is required.

It is believed that the course, as a whole, is an adequate introduction to the study of philosophy.

II. POLITICAL ECONOMY.—This class meets twice a week throughout the session. It is usually taken separately from the other classes of the department, and for satisfactory attainments in it a certificate of distinction is awarded. The study of some question in practical economics is assigned as parallel work. The book used for this purpose next session will be "*Ely's Socialism and Social Reform.*"

TEXT-BOOK—F. A. Walker's Political Economy.

## THE ENGLISH BIBLE.

PROFESSOR KERN.

### COURSES.

1. BIBLICAL INTRODUCTION.—Three recitations a week throughout the year.

TEXT-BOOKS—Swinton's Bible Word-Book; Bissell's Biblical Antiquities; Old Testament History (Lectures); Barrows's Companion to the Bible (Part II).

PARALLEL READING—Schaff's "Through Bible Lands."

2. NEW TESTAMENT EXEGESIS.—Three recitations a week throughout the year.

TEXT-BOOKS—Barrows's Companion to the Bible (Parts III and IV); Stalker's Life of Christ; The New Testament.

PARALLEL READING—Stalker's Life of Paul; Bernard's Progress of Doctrine in the New Testament.



3. HOMILETICS AND PASTORAL THEOLOGY.—Three recitations a week throughout the year.

TEXT-BOOKS—The Professor's Lectures on Homiletics; Hoppin's Pastoral Theology.

PARALLEL READING—Deems's Sermons; Wilcox's "The Pastor Amidst His Flock."

This department has been established with special reference to the needs of students for the Christian ministry.

From first to last the English Bible is in the student's hands, and he is expected to acquire a general knowledge of its origin and contents, an acquaintance with Biblical antiquities, and some familiarity with right methods of exegesis and the true theory of preaching.

In homiletics, weekly written exercises are required throughout the session.

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## PHYSICAL CULTURE.

MR. H. L. JOHNSON.

In adding this department to the College, the Trustees had in view two well-established facts:

FIRST. That to maintain the best results in intellectual work, the student must have a healthy, vigorous frame, in order to stand the heavy drain made upon his system by constant mental application.

SECOND.—That the period between sixteen and twenty-six years of age furnishes the best opportunity for overcoming hereditary defects, for filling out undeveloped parts of the body, and for building up for the work of life a sound constitution.

To accomplish the first end, students, on entering this department, are divided into classes that meet three times weekly. The instructor sees that they exercise regularly and sufficiently, and yet do not go beyond their strength. The apparatus used for these classes are dumb-bells, clubs, wands, ladders, vaulting-horses, and chest-weights.

The second object is more especially the scientific aim of this department. Each student, on entrance, is measured by the director, and his strength tested in every way by instruments specially made for this purpose. These measurements, compared with the standards taken according to height, show him where he is physically most deficient. To aid him in remedying these defects, the director gives him a card, on which his measurements are given, and the apparatus suited to his needs is named, and the extent of its use indicated. This card—a Physical Culture prescription—is to serve the student as a guide when he is not in the hands of the instructor.

## EXPENSES.

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The necessary expenses for a student in this College are very moderate.

### I. COLLEGE FEES—HALF SESSION.

Matriculation fee, per half session.....	\$ 7 50
Medical fee, per half session.....	3 00
Tuition fees in three or more departments.....	37 50
Tuition fee in one department.....	20 00
Course in the English Bible free.	

Rooms in the College buildings are free, and no charge is made for the hire of servants employed to keep them in order. Injury to college property other than usual wear must be paid for by the party causing it.

A charge of \$2.50 per half session will be made for the use of apparatus, bath-rooms, etc., in the Physical Culture department, and a Laboratory fee of \$5 each for material and use of apparatus in the Chemical, Physical and Biological laboratories to students in those courses.

### TERMS OF PAYMENT.

Payment of half-session College fees is required strictly in advance. No tuition fees will be remitted except in cases of severe illness disqualifying the student for work, and then only when more than half a term is lost. Board and washing bills may be paid monthly.

### II. BOOKS, BOARD, ETC.

Text-books and stationery can be obtained in the town at or below publisher's list-prices.

The charges for board per month are as follows :

Meals at private boarding-houses.....	\$9 to \$12 00
Washing, lights and fuel (estimated).....	1 50

Board may be obtained in private families, including furnished rooms, meals, washing, lights, fuel, and servants' attention, for \$13 to \$18 per month. Most of the students room in the College buildings.

### RECAPITULATION.

The necessary expenses per half session for board, washing, lights, fuel, matriculation fee, medical fee, and tuition fees in three schools.....	\$95 00
To privileged students (see next page).....	57 50

This is the least possible amount required, exclusive of books, clothing, pocket-money and traveling expenses.

**PRIVILEGED STUDENTS.**—All students preparing for the ministry of any evangelical church are exempt from tuition fees, but are required to pay their matriculation and medical fees. Such students are required to bring the recommendation of the Local Board of Education of the pastoral charge to which they belong, and to give bonds for the payment of their tuition fees in two years after leaving college, which become payable on their failure to devote themselves to the ministry. The sons of itinerant ministers of the Virginia and Baltimore Conferences of the Methodist Episcopal Church South are also educated without charges for tuition.

**DEPOSITARY.**—We advise parents or guardians to deposit with the Treasurer, by draft, check, postoffice order or registered letter, the amount of money needed to meet the regular expenses of a student for tuition fees, books and board. *Moneys, except for these objects, will not be received by the Treasurer.* It will then be readily known at home whether a young man is economical or extravagant in his expenditures.

We ask special attention to this item.

**ROOMS AND FURNITURE.**—Rooms in the College buildings are furnished free of rent, but all furniture must be provided by the student. This can be obtained in Ashland new, or more economically, by purchase from some retiring student. Rooms may be engaged in advance.

**ENDOWMENT.**—Very considerable additions have in latter years been made to the endowment funds of the College, enabling us to offer increased facilities to the young men who are seeking to prepare themselves for useful and successful lives. Contributions to this fund are investments which will yield rich returns in the benefits conferred on the youth of our own generation and of those who shall come after, and through them on Church and State. It is hoped that those who contemplate such benefactions will embrace the present occasion, when special effort is being made to increase the endowment, and when their example will encourage and stimulate others, and thus multiply the gift. Correspondence upon this subject is solicited.

We would also call the attention of those who desire by legacy to advance the cause of Christian Education, to the advisability of placing their contributions with an institution of established character and permanent and extended field of usefulness. Every addition to its

attractions makes preceding gifts more valuable, and the new contribution is in turn more useful because of the foundation laid by previous benefactions. There is no danger that, from insufficient support, the donation may fail to accomplish its beneficent purpose.

FORM OF LEGACY.—“I give and bequeath to the Trustees of Randolph-Macon College, at Ashland, Virginia, the sum of —— dollars, for the benefit of said Institution.”

Gifts of real estate should be made to “the Trustees of Randolph-Macon College,” and attested as similar deeds of gift in other cases.

☞ Applications for rooms or for further information with regard to the College should be addressed to Capt. Richard Irby, Secretary and Treasurer, Ashland, Va.



## CALENDAR.

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### COMMENCEMENT EXERCISES, JUNE, 1898.

Sunday, June 5th, 11 A. M., annual sermon before Y. M. C. A. by FOREST J. PRETTYMAN, Staunton, Va.

For Program of Joint Commencement Exercises of the Randolph-Macon System, June 6-9, 1898, see last page.

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### FOR SESSION OF 1898-1899.

The session is divided into two terms, with no vacation between them.

Thursday, September 15, 1898, first term begins.

Thursday, February 2, 1899, second term begins.

Thursday, June 15, 1899, session closes.

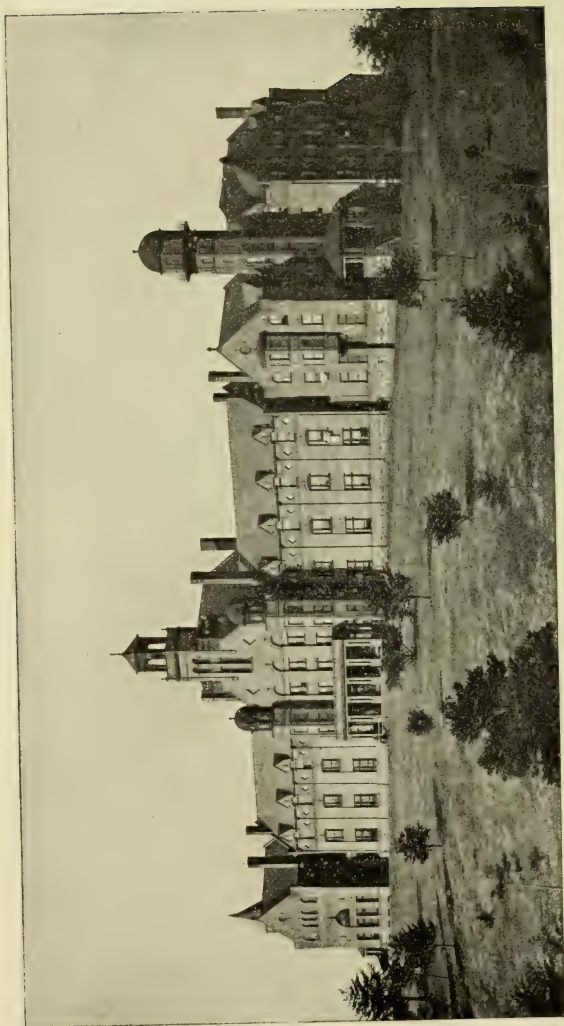
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### THE ANNUAL DEBATES.

Friday, April 7, 1899, 8 P. M., public debate of Washington Literary Society.

Friday, April 14, 1899, 8 P. M., public debate of Franklin Literary Society.





RANDOLPH-MACON WOMAN'S COLLEGE.

# ANNOUNCEMENTS.

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## II. Randolph-Macon Woman's College,

LYNCHBURG, VA.

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### GENERAL INFORMATION.

**Purpose.** This institution is the result of an effort to found a college in Virginia which should offer to women the same advantages and require the same attainments for graduation as are afforded and required at our best Virginia colleges for men. With six endowed colleges and two universities for men in this educating State of the South, there was no endowed college offering similar facilities to women. Hence the resolution of the founders in 1891, which is framed for the guidance of the executive officers of the College:

"We wish to establish in Virginia a College where our young women may obtain an education equal to that given in our best colleges for young men, and under environments in harmony with Southern ideals of womanhood; where the dignity and strength of fully developed faculties and the charm of the highest literary culture may be acquired by our daughters without loss of woman's crowning glory, her gentleness and grace."

The Board of Trustees hope and believe that this effort will secure the approbation of our people, and enlist their support. It is hoped that the opportunity to measure themselves by this standard will be to the young women of our Southland an inspiration to higher attainments in scholarship. We seek to have them secure the power of knowledge and the charm of culture, without sacrifice of those peculiar qualities for which they are so justly admired.

**Location.** The site chosen for the College is a commanding elevation on Rivermont Avenue. It is twelve minutes ride by the electric car line, which passes the College gate, to the business centre of the city of Lynchburg, yet in its twenty acres of campus, diversified with dale and copse, it has the quiet of seclusion and the charm of rural beauty. The scenery is beautiful and inspiring. The noble



Peaks of Otter rise to distant view in the west, while lesser spurs of the Blue Ridge lie around in closer proximity. The drainage is naturally perfect, and all the conditions of health which characterize this famous Piedmont region of Virginia are found united here. Increased vigor and healthy physical development usually accompany the intellectual advancement of our students.

**Buildings.** The buildings front 364 feet, with large extensions in the rear. They have been designed after careful consideration of the needs, present and prospective, of a completely equipped college, based upon knowledge of some of the best colleges in Virginia, and special examination of the buildings and equipments of the leading Northern colleges for women. Lecture-rooms are provided for the Languages (Ancient and Modern), History, the Natural Sciences, Mathematics, Philosophy, Music and Art; Laboratories for Chemistry, Biology, Physics and Psychology; Gymnasium and appliances for Physical Culture; Chapel, Dining Hall and Dormitories, all heated, lighted and ventilated after approved modern plans. Signals for classes, &c., are given by bells distributed through the corridors and rung automatically by an electric program clock.

**The Jones Memorial Library.** By the liberality of Mr. and Mrs. George M. Jones, of Lynchburg, and as a memorial to their deceased daughters, Georgie Lee and Lillie Fannie Jones, a beautiful library hall, with shelf room for 20,000 volumes, was erected in 1896, and considerable progress has been made in accumulating a good working library.

**Gymnasium.** An excellent gymnasium is provided and equipped with scientific appliances for the natural development of the physical organs and for the rectification of incipient disorders which are capable of being reached by exercise, such as weak lungs, curvature of the spine, etc.

**Bath Rooms.** An adequate number of bath rooms are provided on each floor of the building.

**The Grand Corridor.** Interior corridors, long, wide and high-pitched, run through the building. The grand corridor on the first floor is 340 feet long, twelve feet wide, and fifteen feet high, and forms a striking feature of the building, especially when thronged with students as classes are called or dismissed, or with promenaders after tea and before study hours.

**Endowment.** In order to put the institution upon an equal footing with the colleges for men with which it is to compare, it was determined that it should be endowed, and more than \$100,000 has been secured and set aside as a nucleus for that purpose. This endowment, which we trust will soon grow to \$500,000, has enabled us to secure professors of high ability and scholarship. As means increase, loan funds, scholarships, fellowships, and other aids will be provided, to assist capable students of limited means to secure the advantages of the College.

**Government.** The government of the College will correspond to the character of the students expected. Demerits and penalties are not relied upon to secure observance of College regulations. These are only such as are necessary to the comfort and success of students, and appeal is made to their sense of propriety and right. Vexatious and needless restrictions are dispensed with. Ladylike and studentlike conduct is expected of all, and the responsibility placed upon them is one of the educative forces of the College. Should any student persistently fail to respond to this expectation, she must be withdrawn as unprepared for College responsibilities.

Young ladies boarding in the College will be treated as daughters of equal maturity in a well regulated Christian family. It will, however, be borne in mind that they are gathered for nine months for a serious purpose, and the regulations of the College will be such as to protect them from interruption or distraction.

**Medical Care.** Believing that careful, skilled supervision of sanitary arrangements and daily medical attention will greatly conduce to the health of students, we have engaged a physician of repute and experience to take charge of these matters. He will be present each morning to be consulted by any student who may be indisposed, will attend all cases of sickness in the College, and supervise the sanitary arrangements of the institution. The cost of this medical attendance is included in the published expenses.

**Religious Advantages.** The daily exercises of the College are opened with religious services. On Sabbath mornings Bible classes are taught in the College by the professors. Students attend the church of their choice in the city at eleven o'clock, and special services are conducted in the College in the evening. The Y. W. C. A. conducts a weekly prayer-meeting on Wednesday evenings. We seek to make the atmosphere of the College morally pure

and spiritually uplifting. Reverent worship without cant, earnest religion without fanaticism, is our aim.

#### Literary Societies.

The Washington and Franklin Literary Societies are conducted with enthusiasm and success. They furnish an important culture to their members and constitute an interesting feature of the college life.

#### Recreations.

Besides the regular drills of the Gymnasium, facilities are provided for tennis, croquet, and basket-ball. Those for whom these games are too vigorous find congenial exercise and company in walking in the extensive campus or among the many scenes of romantic beauty adjacent.

From eight to ten P. M. on Saturday evening is devoted to social enjoyment, alternating between "Social Evening," when friends of the College, who have been properly introduced and are enrolled upon our visiting list, are received in the College parlors, and "Home Evening," when some pleasant entertainment, planned by the ladies of the faculty in turn, is provided. Tableaux, games, amusements of various sorts, with refreshments, combine to make these occasions very enjoyable, while they serve an important educational purpose in relaxing the strain of continuous work. The College home life is, we believe, happy and helpful.

#### Class Organization.

Each student is enrolled in her appropriate classes after conference with the President and Professors; and, as the work of each class is satisfactorily completed, she receives a certificate therefor. When the entire course of instruction in any subject is completed, a Graduate Diploma in that subject is issued, and when any of the elective groups required for the B. Lit., A. B. or A. M. degrees is satisfactorily completed, the student receives the degree, whether she has attended one year or four. Thus capacity, energy and previous attainments are given free scope, and those who can may carry off the prizes of scholarship without loss of time by the clog of classmates less capable or industrious. Those students also who, for any reason, cannot remain to take a degree, obtain year by year recognition of the work done, in the Certificates of Distinction in the lower courses and the Diplomas in the final course in each subject.

Thorough knowledge of each course is required as the condition of advancement to the next higher in that subject.

#### Degrees.

The degrees conferred are Bachelor of Letters (B. Lit.), Bachelor of Arts (A. B.) and Master of Arts (A. M.). The requirements for these degrees are as follows:



## 1. COLLEGE COURSES LEADING TO B. LIT.

FIRST YEAR.	Hours per week.	SECOND YEAR.	Hours per week.
English, 1 .....	3	English, 2 .....	3
Latin, 1 .....	3	Latin, 2 .....	3
Mathematics, 1 .....	4	French, 1 .....	3
History, 1 and 2 .....	3	Psychology, 1 .....	3
Music .....	4	Elocution .....	1
		Music .....	4
	17		17
THIRD YEAR.	Hours per week.	FOURTH YEAR.	Hours per week.
Logic and Ethics .....	2	Pedagogy .....	2
Gov. Science .....	3	English, 3 .....	3
Economics, 1 .....		History, 3 and 4 .....	3
German, 1 .....	3	Biology, 1 .....	3
Chemistry, 1 .....	3	English Bible, 2 .....	1
English Bible, 1 .....	1	Music .....	5
Music .....	5		
	17		17

## 2. COLLEGE COURSES LEADING TO A. B.

FIRST YEAR.	Hours per week.	SECOND YEAR.	Hours per week.
English, 1 .....	3	English, 2 .....	3
Latin, 1 .....	3	Latin, 2 .....	3
Math., 1 .....	4	Greek, 1 .....	3
Chemistry, 1 .....	3	or	
History, 1 and 2 .....	3	French, 1 .....	2
Elocution .....	1	Math., 2 .....	
		Biology, 1 .....	3
		Psychology .....	3
	17		17
THIRD YEAR.	Hours per week.	FOURTH YEAR.	Hours per week.
Logic and Ethics .....	2	Pedagogy .....	2
Gov. Science, 1 .....	3	English Bible, 2 .....	1
Economics, 1 .....		Electives .....	14
Greek, 2 .....	3		
or			
German, 1 .....	1		
English Bible, 1 .....			
Electives .....	8		
	17		17



## ELECTIVE GROUPS.

Any one of the following Groups may be chosen to fill out the work noted above as Elective.

## 1. (English leading.)

THIRD YEAR.	Hours.	FOURTH YEAR.	Hours.
Required.....	9	Required.....	3
English, 4.....	3	English, 3.....	3
Latin, 3.....	3	Philosophy, 6.....	3
Geology.....	2	History, 3 and 4.....	3
		German, 2.....	3
		Classical Literature.....	2
	<hr/> 17		<hr/> 17

## 2. (Latin leading.)

Required.....	9	Required.....	3
Latin, 3.....	3	Latin, 4.....	3
Greek or French, 2.....	3	Greek or German, 2.....	3
Philosophy, 4.....	2	English, 3.....	3
		Lat. 5, (Classical Literature).....	2
		Economics, 2.....	3
	<hr/> 17		<hr/> 17

## 3. (Modern Languages leading.)

Required.....	9	Required.....	3
French, 2.....	3	French, 3.....	3
Latin, 3.....	3	German, 2.....	3
Phil., 4.....	2	English, 3.....	3
		Biology, 2; or History, 3 and 4.....	3
		Philosophy, 6.....	2
	<hr/> 17		<hr/> 17

## 4. (Philosophy leading.)

Required.....	9	Required.....	3
Phil., 4.....	2	Philosophy, 6.....	2
History, 3 and 4.....	3	Adv. Psych., Child Study or Philoso-	
Latin, 3.....	3	phy of Education.....	3
		German, 2.....	3
		Biology, 2.....	3
		English, 3.....	3
	<hr/> 17		<hr/> 17

## 5. (History leading.)

Required.....	9	Required.....	3
Phil., 4.....	2	History, 5.....	3
History, 3 and 4.....	3	Economics, 2.....	3
Biology, 1.....	3	English, 3.....	3
		French, 2; or German, 2.....	3
		Philosophy, 6.....	2
	<hr/> 17		<hr/> 17

6. (Mathematics leading.)

Required.....	9	Required.....	3
Mathematics, 3.....	3	Mathematics, 4 and 5.....	6
History, 3 and 4.....	3	Physics, 1, Chemistry, 2, or Biology, 2 3	
Phil., 4.....	2	French, 2.....	3
		Philosophy, 6.....	2
	<hr/>		<hr/>
	17		17

7. (Chemistry leading.)

THIRD YEAR.	Hours.	FOURTH YEAR.	Hours.
Required.....	9	Required.....	3
Chemistry, 2.....	5	Chemistry, 3.....	4
History, 3 and 4; or English, 3.....	3	Biology, 2.....	3
		Geology, 1.....	2
		Phil., 4.....	2
		German, 2.....	3
	<hr/>		<hr/>
	17		17

8. (Physics leading.)

Required.....	9	Required.....	3
Physics, 1.....	3	Biology, 2.....	3
Astronomy.....	2	Phil., 4.....	2
Mathematics, 3.....	3	German, 2.....	3
		Physics, 2.....	3
		English, 3.....	3
	<hr/>		<hr/>
	17		17

9. (General Course.)

Required.....	9	Required.....	3
Latin, 3.....	3	English, 3.....	3
Mathematics, 3.....	3	French, 2.....	3
Phil., 4.....	2	Physics, 1, and Astronomy.....	5
		History, 3 and 4.....	3
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	17		17

3. COURSES LEADING TO A. M.

For this are required :

1. The A. B. degree.
2. Sixteen hours a week for one year, the work to be selected from advanced courses, and subject to approval of the faculty.

**Other Honors.** I. CERTIFICATES OF DISTINCTION.—A student making eighty per cent. of the examination values in a course below the highest in any subject will receive a Certificate of Distinction in that course.

II. SPECIAL DIPLOMAS.—A student completing satisfactorily the highest course in any subject will receive a diploma on that subject.

**Examinations.** There are two examinations, conducted in writing, one at the close of the half-session in January, the other at the close of the session in June. A student who fails to pass an approved examination loses her right to advance to a higher class. Students are required to attend these examinations of their classes, and whenever, for any cause, a special examination is asked for, it must be at the expense of the student.

**Reports.** A report of the standing of each student is made to the parent or guardian at the end of every six weeks during the session, and such special remarks will be appended as each case may demand.

**Requirements for Admission.** Boarding students applying for matriculation must be prepared to enter at least three of the literary courses in the "Courses of Instruction" outlined on pages 70 to 98. Those who wish to specialize in Music or Art are only required to carry two literary studies. Day pupils will be accepted for any class or classes taught at the college for which they are prepared. They are immediately responsible to their parents for the proper employment of their time.

PROGRAMME OF RECITATIONS.—INTRODUCTORY AND REQUIRED WORK.

HOURS.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
9-10	Intro. History. (2) French, 1.	Intro. History. (1) Latin, 1. (2) Mathematics, 2.	Intro. History. (2) French, 1.	(1) Latin, 1. (2) Mathematics, 2.	Intro. History. (1) Latin, 1. (2) French, 1.
10-11	Intro. German. (1) Mathematics, 1. (2) Biology, 1. (3) Economics.	Intro. German. (1) Mathematics, 1.	Intro. German. (1) Elocution. (2) Biology, 1. (3) Economics.	Intro. German. (1) Mathematics, 1.	(1) Mathematics, 1. (2) Biology, 1. (3) Economics.
11-12	Intro. English. (3) German, 1.	Intro. English. (3) Logic and Ethics.	(3) German, 1.	Intro. English. (3) Logic and Ethics.	Intro. English. (3) German, 1.
12-1	Intro. Mathematics. (1) English, 1.	(2) Latin, 2.	Intro. Mathematics. (1) English, 1.	Intro. Mathematics. (2) Latin, 2.	Intro. Mathematics. (1) English, 1. (2) Latin, 2.
1-1:45					
1:45-2:45	Intro. Phys. (Lab.) (1) History, 1. (2) English, 2.	Intro. French. Intro. Physics. (1) History, 1. (2) English, 2.	Intro. French. Intro. Physics.	Intro. French. Intro. Physics. (1) History, 1. (2) English, 2.	Intro. French. Intro. Physics.
2:45-3:45	Intro. Latin. (1) Chemistry, 1. (2) Psychol. (Lab.)	Intro. Latin. (4) Pedagogy.	Intro. Latin. (1) Chemistry, 1. (2) Psychology.	Intro. Latin. (4) Pedagogy (Lab.)	(1) Chemistry, 1. (2) Psychology.
3:45-4:45	(1) Chem., 1 (Lab.) (2) Psychol. (Lab.)		(1) Chemistry (Lab.)	(4) Pedagogy.	(1) Chemistry (Lab.)

The years are indicated in parenthesis.



## COURSES OF INSTRUCTION.

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The subjects in which instruction is given in the College are English, Latin, Greek, German, French, Mathematics, Chemistry, Geology and Mineralogy, Physics, Biology, Philosophy, History, Pedagogy, English Bible, Elocution, Music, Art, and Physical Culture.

In these subjects courses of study are arranged leading to the degrees of Bachelor of Letters, Bachelor of Arts, and Master of Arts.

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### I. ENGLISH.

PROFESSOR ARMSTRONG.

MISS TAYLOR.

[To honor the memory of a noble young lady, and to perpetuate her usefulness, this Chair has been endowed and named by her friends "*The Susan Duval Adams Chair of English.*"]

Instruction in this department requires as a basis careful and thorough instruction in grammatical and rhetorical elements. The wide-spread lack of such preparation often causes serious disappointment to applicants for admission to College courses. The importance of dwelling a sufficient time upon these preliminary studies cannot be too strenuously urged upon preparatory schools where the tendency is to hurry the pupils on to high-sounding courses without a careful examination into their fitness to go on.

Four courses are offered in English: one in Rhetoric and Composition, one in Composition and Literature, one in Literature, and one in Language. The first two are required for the degree of Bachelor of Letters and Bachelor of Arts; the others are required in the English Group, and may be elected for Master of Arts by those who have chosen a different elective group. In order to meet the needs of those who have not been able to make full preparation for college, an introductory course of one year is offered. Students desiring to enter a higher class will be required to stand an examination on the subjects taught in the preceding courses.

#### INTRODUCTORY YEAR.

FIRST TERM.—Lectures on Phonetics; Elementary Rhetoric, to Sentence; Outlines of American Literature; Exercises. Four hours a week.

TEXT—Genung's Outlines of Rhetoric; Pancoast's American Literature (with readings from Stedman and Hutchinson); Selections from simple prose.

FOR REFERENCE—Hill's Foundations of Rhetoric.

SECOND TERM.—Elementary Rhetoric; Sentence, Elements of Paragraph, and Whole Composition; Outline of English Literature; Exercises. Four hours a week.

TEXT—Genung's Outlines; Pearson's Freshman Composition; Pancoast's English Literature (with readings from English writers); Selections to illustrate style.

Stress is laid in this year upon sentence-relations. Exercises are assigned at least once a week.

### COURSES.

1. HIGHER RHETORIC AND COMPOSITION.—Practice both in analysis of selections illustrating style and invention and in composition. Special attention is given to the construction of the paragraph. Three hours a week throughout the year.

TEXT—Genung's Practical Rhetoric; Selections to illustrate style and invention. A. S. Hill's Rhetoric and Clark's are used for reference.

Course 1 is required of all students applying for a degree. The aim of this course is to ground the student thoroughly in a knowledge of the requirements of style and so secure familiarity with the kinds of discourse. With this in view, analysis of numerous selections from good literature and the writing of exercises illustrating the laws of rhetoric constitute the work of the year.

2. LITERATURE AND COMPOSITION.—This course continues and develops the work begun in Course 1. As a sequence to the paragraph, essay form is now stressed, and a paper on an assigned subject is required every week. Material for these papers is found in an extensive course of reading selected from poetry, fiction, and miscellaneous literature, especially essays. As far as possible, works are read as a whole, and a careful analytical study of them is made in order to get at the author's thought. Attention is called to the ideas beneath the surface, such as are passed unnoticed by the cursory reader. The year's work is intended to teach the student how to read as well as how to write. The course of reading is announced at the beginning of each term. Course 2 is required of all students applying for a degree. It is open only to those who have completed Course 1, or its equivalent. Three hours a week through the year.

3. LITERATURE.—For 1898-99; (a) Shakespeare; (b) Lamb; Poe's Prose. This course presents a more exhaustive study of an

author and his works; first, with reference to his individuality of style; and next, and chiefly, with reference to the underlying elements of his genius. Open to those who have completed Course 2. Three hours a week through the year.

4. LANGUAGE.—(a) *Old English*.—Phonology, Forms, Syntax, Exercises (English into Old English), Translations. Three hours a week through the first term.

TEXT—Cook's First Book in Old English, and Exercises in Old English.

(b) *Middle English*.—Translations and History of Inflections. Three hours a week through the second term.

TEXT—Morris and Skeat's Selections.

Course 4 is open to those who have completed Course 1. For a diploma in English, Courses 1–4 must be completed.

## II. LATIN.

PROFESSOR SHARP.

There are in Latin an introductory class and four College courses. Students applying for admission to any class must be prepared to give evidence of sufficient acquaintance with the work of preceding courses. Exercises in translating from English into Latin are required in all the courses at least once a week; also occasional written translations from Latin into English. The Roman or Phonetic method of pronunciation is followed.

The Introductory Class has been organized for the benefit of pupils not far enough advanced for admission to the regular College courses. The requirements for entrance to this class are an accurate knowledge of the Latin forms and inflections, and some experience in translating from Latin into English and from English into Latin.

### INTRODUCTORY YEAR.

The class will read four books in Caesar, and Sallust's Conspiracy of Catiline or selections from Ovid. Four hours a week throughout the year.

TEXT-BOOKS—Caesar's Gallic War (Kelsey, or Allen and Greenough, revised edition); Sallust (Herbertmann), or Ovid (Kelsey); Gildersleeve's Grammar (latest edition); Prose Composition. History of Rome.

COURSES.

1. The class will read Cicero's Orations and Vergil's Aeneid. The Dactylic Hexameter is taught by means of written exercises and frequent practice in reading. Careful attention is given to the analysis of sentences, with application of the rules of syntax. Three hours a week throughout the year.

TEXT-BOOKS—Cicero's Orations (Allen and Greenough); Vergil's Aeneid (Greenough and Kittredge); Gildersleeve's Grammar (latest edition); Bennett's Prose Composition.

2. The class will read Livy and the Odes and Epodes of Horace. A thorough study is made of the lyric metres used by Horace. Latin Prose Composition weekly. Practice in reading at sight. Three hours a week throughout the year.

TEXT-BOOKS—Livy (Greenough); Smith's Odes and Epodes of Horace; Gildersleeve's Grammar (latest edition); Allen's Latin Prose Composition.

3. In this class, Cicero de Senectute (Cato Major), Tacitus (Agricola and selections from the Histories) and Horace (Satires and Epistles) will be read. Attention will be given to characteristics of style and deviations from standard usage in Tacitus. Exercises in Latin prose composition, based on selections made each week from standard authors.

Practice in reading at sight. Three hours weekly throughout the year.

TEXT-BOOKS—Cicero's Cato Major (Bennett or Egbert); Tacitus, Agricola and Selections from the Histories; Satires and Epistles of Horace (Greenough).

4. The texts read in this class will be Cicero's Selected Letters, Cicero's de Amicitia (Laelius), Juvenal, and Plautus or Terence.

A critical study will be made of ante-classical, post-classical and colloquial forms and usages. Advanced exercises in Latin prose composition will be assigned on the same plan as in the third course.

Practice in reading at sight. Three hours weekly throughout the year.

TEXT-BOOKS—Selected Letters of Cicero (Abbott); Cicero's Laelius de Amicitia (Bennett); Juvenal (Hardy); Plautus or Terence.

5. CLASSICAL LITERATURE.—This course, which is given in English, is offered to students desiring some acquaintance with Latin and Greek Literature. It will comprise an account of the principal writers with criticism of their works, and interpretation and analysis of their masterpieces, so far as time will permit.



Each student is expected to make an original study and write a short essay on some subject connected with the work done in the course.

Two hours a week throughout the year.

TEXT-BOOKS—Cruttwell's Roman Literature; Jevon's Greek Literature; and for reference, works in the College Library.

### III. GREEK.

PROFESSOR SHARP.

The same methods will be employed as in the courses in Latin. Weekly exercises are required in all the courses.

One year is spent in introductory work. No previous knowledge of the language is necessary for admission, but applicants will be expected to have learned as much Latin as is comprised in the first College course of that subject.

#### INTRODUCTORY YEAR.

FIRST TERM.—White's Beginner's First Greek Book; The Greek in English (Goodell); Mahaffy's Old Greek Life. Four hours a week.

SECOND TERM.—White's Beginner's Greek Book (completed); Xenophon's Anabasis; Fyffe's History. Four hours a week.

#### COURSES.

Three hours weekly throughout the year in all the classes.

1. FIRST TERM.—Xenophon's Memorabilia of Socrates (Winans); Goodwin's Grammar (to the Verb); Mahaffy's Old Greek Education.

SECOND TERM.—Lysias (Whiton); Selections from Xenophon's Cyropaedia (Gleason); Goodwin's Grammar (to Syntax); Jebb's Greek Literature.

2. FIRST TERM.—Homer's Iliad (Keep); Goodwin's Grammar (completed); Jones's Exercises in Greek Prose.

SECOND TERM.—Herodotus, Expedition of Xerxes; New Testament in Greek (Westcott and Hort); Grammar reviewed; Jones's Exercises in Greek Prose.

3. FIRST TERM.—Demosthenes; Thucydides; Sidgwick's Greek Prose Composition.

SECOND TERM.—Plato's Apology and Crito; a play of Euripides (Medea or Alcestis); a play of Sophocles (Antigone or Ajax); Sidgwick's Greek Prose Composition.

## IV. GERMAN.

MRS. SAUNDERS.

To enable those who have not previously had instruction in German to enter the College course, an Introductory year is provided. In this year forms and elementary syntax are taught, and not less than three hundred pages of easy German are read. Here, as well as subsequently, exercises are written at least once a week, sometimes oftener, and especial attention is given to making an idiomatic English translation. It is the aim of the College courses, first, to secure thorough knowledge of the syntax and a good vocabulary; next, appreciation of style, and of German life and thought. Students are encouraged to acquaint themselves, as far as possible, with the literature itself.

### INTRODUCTORY YEAR.

Forms and fundamental facts of syntax; easy translations and exercises. Four times a week through the year.

TEXTS—Thomas's Practical German Grammar; Whitney's Introductory German Reader; *Heyse*, *L'Arrabiata*; *Zschokke*, *Der Zerbrochene Krug*; *Buchhiem*, *Balladen und Romanzen*.

### COURSES.

1. Syntax; Composition; Idiomatic translations. Three times a week through the year.

FIRST HALF-YEAR.—Course for the rapid reading of modern authors: *Baumbach*, *Der Schwiegersohn*; *Scheffel*, *Ekkehard*; *Freytag*, *Die Journalisten*; *Sudermann*, *Frau Sorge*; *Hauptmann*, *Die Weber*; *Halbe*, *Mutter Erde*.

SECOND HALF-YEAR.—Introductory to more extended course of classical reading: *Lessing*, *Minna von Barnhelm*; *Schiller*, *Die Jungfrau von Orleans*; *Goethe*, *Egmont*.

2. Advanced course in *Schiller*, *Lessing* and *Goethe*. *Schiller*, *Wallenstein* with collateral reading in historical prose; *Lessing*, *Nathan der Weise*, *Laocoon*; *Goethe*, *Faust*, *Tasso*, *Iphigenie* with collateral reading.

3. This course will treat of the spirit of the most recent literary movement in Germany and the radical differences between the Storm and Stress movement of the 18th century, and the Naturalistic Revolt of the present.

TEXTS—*Lenz*; *Klinger*; *Sudermann*; *Hauptmann*.

## V. FRENCH.

PROFESSOR SAUNDERS.

The main object of the French courses is to introduce the student to a knowledge of French thought as expressed by the greatest French writers of French life, as the most vivid of national lives; of French literary style, as a model to all literatures for lucidity and artistic form. Grammar will be taught as necessary to intelligent reading; speaking, as giving an otherwise impossible vividness and naturalness to reading; but literature will be stressed as revealing the history of the nation, the social, religious and political life of a great people.

An introductory course in Grammar and in narrative prose-reading will furnish the foundation for the more advanced work of succeeding years. Frequent translations from French into English, as well as from English into French, will be required, as showing the correspondences and differences in structure and idiom of the two languages, and as promoting readiness and accuracy in the use of English.

## INTRODUCTORY YEAR.

In this year systematic training is given in pronunciation, on the basis of Grandgent's Grammar and of the best French usage. The grammatical and idiomatic forms of the language are carefully studied in scientific text-books and in the literary material furnished by varied reading.

This course is the equivalent of the entrance requirement, which presupposes not less than six hundred duo-decimo pages of 19th century literature selected from the writings of at least five standard authors. Five hours a week.

TEXTS—*Grandgent's*, *Whitney's*, or *Chardinal's* Grammar; *Super's* French Reader; *Balzac*, *Eugénie Graudet*; *Halévy*, *L'Abbé Constantin*; *Eckmann* and *Chatrian*, *Madame Thérèse*; *Mérimée*, *Colomba*; *Crane*, *Tableaux de la Révolution Française*.

## COURSES.

1. This course contemplates a review of the grammatical principles in *Whitney* or *Ploetz* and the systematic study of French literature with *Brunetière* and *Lasson* as guides. The first half of the academic year will be given to the literature of the 17th century and the second half to the works of 19th century authors, especially of those illustrating the diverse intellectual movements of the last part of the century.

TEXTS AND COLLATERAL READING—(a) *Corneille*, *Le Cid*, *Horace*, *Cinna*, *Polyeucte*; *Racine*, *Andromaque*, *Phèdre*, *Iphigénie*, *Esther*, *Athalie*; *Molière*, *Le Misanthrope*, *Le Bourgeois Gentilhomme*, *Le Tartuffe*, *Les Précieuses Ridicules*, *Les Femmes Savantes*; *Fénelon*, *Télémaque* De l' Education des Filles; *La Fontaine*, *Fables*; *Madame de Sévigné*, *Lettres Choiesies*; *La Bruyère*, *Les Caractères*; *Saint-Simon*, *Portraits*; *Bossuet*, *Les Oraisons funèbres*; *Crane*, *La Société française au dix-septième siècle*.

(b) *Brunetière*, *Manuel de l' histoire de la littérature française*, *Le Roman Naturaliste*, *L' Evolution de la critique*, *La Littérature contemporaine*; *France*, *La Vie littéraire*; *Lemaitre*, *Les Contemporains*, *Impressions de Théâtre*; *Doumic*, *Portraits d' écrivains*, *Ecrivains d' aujourd' hui*; *Bourget*, *Essais de psychologie contemporaine*, *Etudes et Portraits*; *Sainte-Beuve*, *Portraits Littéraires*.

2. This course will consider the literary movement known as Romanticism.

i. It will discuss: (a) The nature of Romanticism as made up of Individualism, Lyricism, Sentiment, Picturesqueness; as a destruction of classical ideals and canons of art; as a general remoulding of the literature and the language. (b) The origin and determining influences, French and foreign, of the movement, in the works of Rousseau, Chateaubriand and Mad. de Staël at home; of Byron, Scott, Wordsworth, Southey and Coleridge in England; of Schiller, Goethe, Novalis and Tieck in Germany.

ii. It will require the study of Romantic Literature.

ROMANTIC POETRY.—Lamartine, *Meditations*; Alfred de Vigny, *Destinées*; V. Hugo, *Les Orientales*; Alfred de Mussey, *Les Nuits*; T. Gautier, *L' art pour l' art*; Béranger, *Ballades*.

ROMANTIC DRAMA.—Dumas, V. Hugo, Alfred de Vigny, Alfred de Mussey.

ROMANTIC NOVEL.—Historical, Hugo; Sentimental, George Sand; Romantic-Realistic, Balzac; Psychological, Sainte-Beuve; Stend' hal; Artistic, Mérimée.

3. This course in Old French has been arranged with reference to the study of the literature of the Middle Ages, which can no longer be excluded from any comprehensive study of the language. It will deal with the oldest literary monuments of the language, not concerning itself, except incidentally, with such as have only historical or philological value.

In this course, the phonology, inflections and syntax of the Old French will be studied; and such of the oldest texts read as may be accessible in good editions.



TEXTS—*Clédal's* or *Paris's* Grammaire de l' ancien français; *Constan's* Chrestomathie de l' ancien français; La Chanson de Roland, *Gaston Paris*; Raoul de Cambray, *Paul Meyer*; La Geste des Lorrains, *Paulin Paris*; Chrétien de Troyes, *Förster*.

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## VI. PHILOSOPHY.

PROFESSOR PARRISH.      MISS CHEATHAM.

This department includes Logic, Ethics, Psychology, Pedagogics and Metaphysics. Courses 1, 2, 3, 6, 9 and 10 of this department are designed for all students of sufficient advancement and mental ability. The remaining courses are designed mainly for advanced students who expect to choose the profession of teaching and for teachers already in the field. They are intended (1) to secure for the student a good knowledge of the laws of the human mind and of the correct application of those laws to the science of teaching; (2) to develop power and skill in teaching; (3) to lead to the formation of a lofty ideal of the profession of teaching and a purpose to attain in it a high degree of excellence. It is not claimed that the study of pedagogy will make good teachers of incapable persons, but it is believed that a careful study of the science and the art of teaching will give to those who have a natural fitness for the profession a degree of efficiency which they could otherwise gain only by many years of experience, and that it will make their advancement much more certain and rapid.

### COURSES.

1. **PSYCHOLOGY.**—This class meets three times a week throughout the year. The course includes a brief study of the mental elements and their main compounds. The work begins with simple experimentation and introspection, supplemented by text-book study and recitation. During the last six months of the year there is systematic laboratory work, and the text-book used will be supplemented by lectures from the professor and prescribed readings on the part of the student.

TEXT-BOOKS—Titchener's Elements of Psychology. Sanford's Experimental Psychology, Part I.

2. **LOGIC.**—This course, taken in connection with Course 1, is intended as an introduction to Philosophy through its simplest disciplines, and from the objective as well as the subjective point of view. The class will meet twice a week throughout the first term. The work

will be based on Bowne's Theory of Thought, but will be given in a simpler form than mere text-book study would afford.

3. **ETHICS.**—An elementary course, giving a brief discussion of the psychology of the moral life, a short survey and discussion of the various theories of the moral standard, with some consideration of the application of ethical principles to the regulation of life—individual and social. The class meets twice a week through the second term.

**TEXT-BOOK**—Mackenzie's *Manual of Ethics*. Parallel readings are assigned from Green, Mill, Spencer, Sidgwick, Muirhead, Martineau, Kant and Aristotle.

4. **HISTORY OF EDUCATION.**—A study of educational epochs together with the lives and writings of eminent educators and their historical significance. In this there will be emphasized: (a) Socrates and his method of teaching as shown in Xenophon's *Memorabilia* and Plato's *Dialogues*, (b) Renaissance Education and its connection with the Reformation, (c) Comenius and the *Didactica Magna*, (d) Bacon and Inductive Philosophy, (e) Rousseau, (f) Pestalozzi, (g) Froebel and the Kindergarten, (h) the work of Spencer and Bain, (i) Herbart and the Herbartians. A few of the leading masterpieces of educational literature will be carefully studied. The students will have access to a good pedagogical library, but will be expected to own at least one good text-book on the History of Education. The class meets twice a week for the entire year.

5. (a) **THEORETICAL PEDAGOGY.**—The work consists of lectures from the professor with discussions of prescribed readings and essays from the students. The aim of the course is to give an intelligent understanding of the principles which underlie the science and art of teaching.

(b) **PRACTICAL PEDAGOGY.**—In this work, the principles of lesson-making, lesson-giving, and questioning are especially emphasized and the students are required to apply these principles, in connection with actual classes, under the criticism of the professor. The class meets twice a week for the entire year.

**REFERENCE BOOKS**—Rein's *Outline of Pedagogics*; Herbart's *Science of Education*; Lange's *Apperception*; Spencer's *Lectures on Education*; Parker's *Talks on Pedagogics*; Fitch's *Lectures on Teaching*; Lukens' *Thought and Memory*.

6. **HISTORY OF PHILOSOPHY.**—This course will include a general account of the history of philosophical thought from its origin among the Greeks to the present time. An attempt will be made to show the

relation of the various philosophical systems to the scientific thought and general civilization of the periods to which they belong, and to estimate their social and historical significance. The work will consist of lectures by the professor, prescribed readings and essays on the part of the students, together with some text-book study.

TEXT-BOOKS—Zeller's *History of Ancient Philosophy*; Falckenberg's *History of Modern Philosophy*. Parallel reading will be assigned from Erdman and Windelband, but the most important work of the students will be done upon the writings of the great philosophers.

7. (a) PHILOSOPHY OF EDUCATION.—This course takes up the subject of the educational standard and its application to the values of the subjects of the curriculum. It deals with the principles underlying the organization of the respective disciplines and the psychology of the process of assimilating these subjects.

(b) METHOD IN INSTRUCTION.—This course will take up the question of method in the arrangement of material for the recitation and the conduct of the latter. The work will center about the formal steps of the Herbartians and will attempt to apply the principles of normal mental activity to the problem of securing the highest efficiency in instruction and learning. The course is meant for advanced students only. The class will meet three times a week throughout the year.

8. SPECIAL METHOD.—A discussion of the selection and adaptation of materials in Geography, History, Literature, Nature Study, Form, Number, &c., in elementary instruction. The course will be accompanied by systematic observation of primary and grammar grade teaching in a good system of city schools and by as much practice in teaching in these schools as the time will allow. This work is intended for students who expect to teach in primary schools and have not the preparation requisite for Course 7. The class meets twice a week throughout the year, and in addition to this, observation and practice are required.

9. SYSTEMATIC PSYCHOLOGY.—The work will consist of lectures by the professor, text-book study, prescribed reading, essays and laboratory work on the part of the students.

10. ADVANCED ETHICS.—A critical survey of ethical theories both ancient and modern and a discussion of the bearings of moral standards upon social relations and duties.



11. CHILD-STUDY.—It is the aim of this course to present the subject of child-study both theoretically and practically. It will include an investigation of the methods and problems of the study, a statement of the results so far reached and as much practical work as the time will allow. The students will have access to a good system of city schools. The College library will contain all the available literature of Child-Study. The class will meet three times a week for the entire year.

Arrangement of courses and requirements for a degree:

Courses 1, 2, 3 and 5 are required for the A. B. degree and are taken in the second, third and fourth College years. Course 4 is elective for the same degree in all the groups except one, and when elected is taken in the third year. Course 6 is elective for the same degree in five of the groups and is taken in the fourth year. In addition to the courses mentioned, students electing the Philosophy group may take for the A. B. degree any one of Courses 7, 8, 9, and 11. Any course not taken for A. B. is elective for A. M. Seven and 10 will be given in alternate years, as will 9 and 11.

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## VII. HISTORY.

PROFESSOR PAGE.

The object of the course in General History is to show that our modern civilization is not a thing of accident, but rather the product of factors economic, moral, and political, whose origin can generally be discovered, and whose working can be traced. The students are led to acquire a knowledge of the chief facts and events in the career of mankind, and to regard them, not as a disorganized mass, but as being the necessary result of tendencies previously working, and as exercising in their turn an influence on the further development of the human race. It is intended that the work of the course shall result in such an understanding of the principles of history as not only will contribute toward a liberal education, but, when completed together with that prescribed in the course of Political Economy, will fit women to pursue advanced courses in special branches of these sciences with a view to taking the doctor's degree, or to entering the work of education, journalism, charity organization, or the civil service.



## INTRODUCTORY YEAR.

In this year the student is taught the meaning of history and how to study it. The growth of the Anglo-Saxon race is considered ; its rise and development, its division into two main branches, and the forces that have determined their present condition. The comparative method, which makes much collateral reading necessary, is followed this year and throughout the college courses. Written reports and oral or written examinations on the work done are required. The class meets four hours a week.

TEXT-BOOKS—Gardiner's *Student's History of England* ; *Epochs of American History*, edited by Albert Bushnell Hart.

## COLLEGE COURSES.

1. BEGINNINGS OF CIVILIZATION AND HISTORY OF GREECE TO THE ROMAN CONQUEST.—Attention is directed to the progress of general culture, and to those religious, social, or political institutions of the Greeks that have chiefly influenced the further development of civilization. Collateral reading will be prescribed in the translations of the Greek historians as well as in the works of such modern authorities as Curtius, Grote, Cox, and others. Reports, reviews, and examinations will be required from time to time. The class meets three hours a week during the first half-session.

TEXT-BOOKS—Myer's *History of Greece* ; *Epochs of Ancient History*, edited by Cox & Sankey.

2. HISTORY OF ROME TO THE REIGN OF DIOCLETIAN.—The work of this course is similar to that of the preceding except that the chief emphasis is laid on the development of constitutional and legal institutions. The working of these, the changes which they underwent as Rome's dominions expanded, and the influence they exercised in the growth of modern governmental science will be studied in the works of the Roman historians and in those of Mommsen, Ihne, Gibbon, and others. The class meets three hours a week during the second half-session.

TEXT-BOOKS—How & Leigh, *History of Rome* ; *Epochs of Ancient History*, edited by Cox & Sankey.

3. THE MIDDLE AGES.—During this course the work in the class-room is devoted to selected topics in which the spirit of the Middle Ages most clearly manifests itself, while the general trend of events is

followed in collateral reading. The topics selected for close study may differ from year to year. In addition to reports on the reading prescribed, a paper is required on some subject, with which the writer has become specially familiar, through a careful consideration of the accessible literature dealing with it. The class meets three hours a week during the first half-session.

TEXT-BOOKS—Thatcher and Schwill's *Europe in the Middle Ages*; Adams's *Civilization during the Middle Ages*.

4. MODERN TIMES.—The work of this course is similar to that of the preceding except that there is no text-book and that the student is specially trained to form an independent judgment on historical subjects by the accurate study of the original materials of historical composition. The class-room work is devoted to the discussion by the students, under the direction of the professor, of subjects assigned by him, of the opinions of various authors on these subjects, and of the sources from which these opinions were formed. A paper is required as in the preceding course. The class meets three times a week, during the second half-session.

5. METHODS OF HISTORICAL RESEARCH AND CRITICISM.—One hour a week is given to lecturing on the principles of historical criticism, and two hours to their application, by the class, to the sources and literature of American History.

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## VIII. GOVERNMENT AND ECONOMICS.

PROFESSOR PAGE.

1. GOVERNMENTAL SCIENCE.—In this course the general theory of government is studied, special attention being given to American institutions. The composition and procedure of legislative bodies and their relations to the other organs of government, the methods of popular control, questions of local self-government, and the forms in which it is exercised, are taken up for discussion. The class meets three times a week during the first half-session.

TEXT-BOOKS—Burgess, *Political Science and Constitutional Law*.

2. ELEMENTS OF ECONOMICS.—This course is intended to give a general introduction to economic study. The meaning of economic terms, the general principles of production, distribution, and exchange, of money, and of international trade, are taught, together with the

outlines of the history of the science. The class meets three times a week during the second half-session.

TEXT-BOOKS—(To be chosen.)

3. PRACTICAL ECONOMICS.—This class takes up some of the more important applications of the principles taught in Course 2. The development of the different branches of production, especially in the United States, the social questions and the relations of labor and capital, the legislation of the United States with a view to regulating the currency and foreign trade, and other subjects of practical importance, are treated in outline in the class-room, and a course of reading is prescribed, on which the students are required to make written or oral reports each week. The class meets three times a week throughout the session.

TEXT-BOOKS—(To be chosen.)

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## IX. MATHEMATICS.

PROFESSOR PARRISH.

MISS HARGROVES.

MISS CHEATHAM.

The work of this department is designed to develop in the student the power and habit of original thought in construction as well as in verification, and to give an accurate knowledge of the fundamental truths of Pure Mathematics. In all the classes original work is emphasized and examinations are shaped so as to test the power rather than the knowledge of the student. The method of teaching varies with the character and grade of the subject. Text-books are prescribed, but free use is made of other texts and exercises so as to accustom the students to different methods of expression and demonstration. The subjects of the lower classes are kept parallel, thus giving as long a time as possible for the operation of the peculiar discipline afforded by each.

Students entering Course 1, outlined below, will be expected to furnish satisfactory evidence of a thorough knowledge of Elementary Algebra through Quadratic Equations, Ratio, Proportion, Variation and the Progressions; and of work in Geometry, equivalent to Phillips & Fishers's Plane Geometry, *including* the theorems and problems for original demonstration and solution. Experience has shown that for adequate preparation at least one-half of all the work done in Geometry should be original. To meet the needs of

those whose preparation is not adequate to enable them to enter Course 1, an introductory class is provided.

# INTRODUCTORY CLASS.

Elementary Algebra and Plane Geometry. Four hours a week throughout the year.

TEXT-BOOKS—Hall and Knight's Algebra for Colleges and Schools; Hill's Geometry for Beginners; Phillips and Fisher's Plane Geometry, supplemented by Beman and Smith's Plane Geometry.

# COLLEGE COURSES.

1. (a) Higher Algebra, (b) Solid Geometry, (c) Plane and Spherical Trigonometry.

(a) ALGEBRA.—A review of Quadratic Equations, involving difficult problems, Surds and Imaginaries, Ratio, Proportion, Variation, Series, the Binomial Theorem, Logarithms, Permutations and Combinations, Probabilities, Determinants and an elementary treatment of the Theory of Equations involving General Properties of Equations, Graphical Representation of Functions, Derivatives, Transformation of Equations, Situation of the Roots, Numerical Equations, with Horner's Method and Sturm's Theorem.

(b) GEOMETRY.—Lines and Planes in Space, Polyhedra, the Cone, the Cylinder, the Sphere and their Mensuration.

(c) PLANE AND SPHERICAL TRIGONOMETRY WITH APPLICATIONS. This class meets four times a week throughout the year, and in addition to this written exercises are handed in weekly. In Geometry, the power of original demonstration and solution is the main result sought, and from the beginning the work is shaped toward that end.

TEXT-BOOKS—Phillips and Fisher's Solid Geometry, supplemented by Beman and Smith's Solid Geometry; Hall and Knight's Higher Algebra; Bowser's Plane and Spherical Trigonometry.

2. ANALYTICAL GEOMETRY.—(a) ANALYTICAL GEOMETRY OF TWO DIMENSIONS.—Construction and discussion of Equations, the Straight Line, the Circle, the Parabola, the Ellipse, the Hyperbola, the Polar Equation of the Conic, Discussion of the General Equation of the Second Degree and Trilinear Coördinates.

(b) ANALYTICAL GEOMETRY OF THREE DIMENSIONS.—Discussion of Coördinates, the Plane, the Straight Line, Surface of the Second



Degree, with a classification of the Conicoids, and an investigation of some of the properties of the Sphere, Ellipsoid, Paraboloid and Cone. This class meets twice a week throughout the year and hands in written work once a week.

TEXT-BOOKS—Charles Smith's Conic Sections, Charles Smith's Solid Geometry.

3. DIFFERENTIAL AND INTEGRAL CALCULUS.—(a) DIFFERENTIAL CALCULUS.—Differentiation, Expansion of Functions, Evaluation of Indeterminate Forms, Functions of Several Independent Variables, Implicit Functions, Change of Independent Variables, Maxima and Minima of Functions of one and two Variables, Tangents and Normals, Asymptotes, Concavity and Convexity, Contact, Curvature, Evolutes and Involutives, Envelops, Curve Tracing. The class meets three times a week through the first term.

(b) INTEGRAL CALCULUS.—Elementary Forms, Methods of Integration, Double Integration, Rectification, Areas of Plane Curves and Surfaces, Volumes of Solids. The class meets three times a week through the second term.

TEXT-BOOKS—Todhunter's Differential Calculus, Todhunter's Integral Calculus. Other texts are used freely for exercises and for references.

4. (a) THEORY OF EQUATIONS.—This work will be based on Burnside and Panton's Theory of Equations. The class will meet three times a week throughout the first term.

(b) DIFFERENTIAL EQUATIONS.—The course will be based on Johnson's Differential Equations. The class will meet three times a week throughout the second term.

5. ADVANCED ANALYTICAL GEOMETRY.—The work will be based on Salmon's Conic Sections. The class will meet three times a week throughout the year.

6. ANALYTICAL MECHANICS.—This work is designed for advanced students specializing in Mathematics and Astronomy and desiring some preparation for Celestial Mechanics. The class will meet three times a week throughout the year.

TEXT-BOOK—Bowser's Analytical Mechanics.

7. (a) ADVANCED QUESTIONS IN ALGEBRA AND TRIGONOMETRY. The class will meet three times a week for the first term.

(b) ADVANCED QUESTIONS IN CALCULUS.—The class will meet three times a week for the second term.

8. PARALLEL READING.—The object of this course is to give the student some knowledge of the history and of the philosophy of mathematics.

ARRANGEMENTS OF THE COURSES BY YEARS, AND REQUIREMENTS FOR DEGREES.—Courses 1, 2 and 3 follow one another consecutively, the others may be taken in a different order from that announced.

Courses 1 and 2 are required for the A. B. degree; Courses 3, 4 and 5 are elective for the same degree; 6, 7 and 8 are elective for the degree of A. M.

A diploma in mathematics will be given to students who have completed satisfactorily Courses 1, 2, 3, 4 or 5 and 8.

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## X. PHYSICAL AND BIOLOGICAL SCIENCES.

This department occupies exclusively five rooms, having a total floor space of about three thousand square feet. It places at the disposal of the student a reference library of scientific books and journals, three laboratories, anatomical models, and collections of minerals, fossils, and rocks. The equipment is worth several thousand dollars and is continually being increased.

THE BIOLOGICAL LABORATORY is well lighted and provided with tables, gas, water, dissecting and compound microscopes, microtome, and reagents.

THE PHYSICAL LABORATORY is equipped with water, gas, desks, and individual sets of apparatus for both elementary and advanced quantitative work. In addition, all necessary lecture-table apparatus is supplied.

THE CHEMICAL LABORATORY is provided with desks, water, gas, and equipment for courses in Inorganic Chemistry, Qualitative Analysis, Quantitative Analysis both volumetric and gravimetric, Blow-pipe Analysis, Crystallography, Mineralogy, and Organic Chemistry. A complete line of combustion apparatus for the elementary analysis of all organic compounds has lately been procured. The hoods are ventilated by forced draft.

A small fee is charged for each laboratory course; it is designed to cover expense of breakage and material consumed.

## A. PHYSICS.

PROFESSOR MARTIN AND ADJUNCT PROFESSOR RIDDICK.

## INTRODUCTORY YEAR.

ELEMENTS OF PHYSICS.—This course consists of recitations from a standard text and a series of several hundred experiments by the instructor. After the students have become thoroughly grounded in the principles of the science they are assigned desks in the laboratory and given a number of experimental problems of a quantitative character which involve considerable accuracy in measuring and weighing. Each student keeps notes on this work. From time to time the note-books are inspected by the instructor, and at stated periods the pupils are rigorously questioned on the methods employed and the principles involved.

The class recites four times weekly throughout the year. Two hours of each week are devoted to laboratory work. Laboratory fee, two dollars.

TEXTS—Gage's Elements of Physics; Hall's Lessons.

## COURSES.

1. GENERAL PHYSICS.—This course embraces a general treatment of Mechanics, Sound, Light, Heat, Magnetism, and Electricity. The class recites twice a week throughout the year. Two hours of each week are devoted to laboratory work. Students taking this course must have completed Chemistry 1, and Trigonometry. Laboratory fee, ten dollars.

TEXT—Carhart's University Physics; Sabine's Laboratory Manual.

2. This course embraces Thermodynamics, Kinetic Theory of Gases, Theory of Solutions, Theory of Electrolysis. It is open to students who have completed Analytical Chemistry and Differential and Integral Calculus. The class recites twice a week throughout the year. Two hours of each week are devoted to laboratory work. Laboratory fee, ten dollars.

TEXTS—Ostwald's Laboratory Manual; Ostwald's Outlines; Nernst's Physical Chemistry.

## B. CHEMISTRY.

PROFESSOR MARTIN.

### COURSES.

1. **INORGANIC CHEMISTRY.**—The class recites twice weekly throughout the first session. Two hours of each week are devoted to laboratory work. Students taking this course must have completed Introductory Physics or its Equivalent. Laboratory fee, five dollars per half-session.

TEXT—Remsen's Inorganic Chemistry.

2. (a) **QUALITATIVE ANALYSIS.**—The class recites once weekly throughout the session. Eight hours a week are required in the laboratory.

(b) **QUANTITATIVE ANALYSIS.**—The work includes both the volumetric and gravimetric methods. Complete analyses are made of salts, ores, minerals, alloys and potable waters. Laboratory fee, fifteen dollars per session.

TEXTS—Caldwell's Qualitative Analysis, Caldwell's Quantitative Analysis; Martin's Blow-Pipe Analysis.

3. **ORGANIC CHEMISTRY.**—The class recites once weekly throughout the session. Six hours a week are required in the laboratory. The leading types of organic compounds are prepared and analyzed with the combustion and Carius furnaces. A Schiff's azotometre for nitrogen determinations is provided. Laboratory fee, fifteen dollars.

TEXTS—Remsen's Organic Chemistry; Levy's Organic Preparations; Orndorff's Laboratory Note Book; American Chemical Journal; Berichte der deutschen Chemischen Gesellschaft.

Course 1 is required for the A. B. degree.

## C. MINERALOGY AND GEOLOGY.

PROFESSOR MARTIN.

1. The class recites one hour weekly throughout the session. Two hours a week are required in the laboratory. To familiarize the student with Crystallography, frequent exercises with the goniometer and crystal models are given. All have practice in the determination of minerals through external characters and by the use of the blow-pipe. Many quantitative determinations are made both by the



gravimetric and volumetric methods. The subject of geology is presented by lectures. Laboratory fee, ten dollars.

TEXTS—Martin's Blow-Pipe Analysis; G. H. Williams' Elements of Crystallography; Brush's Determinative Mineralogy; Dana's Manual; The Professor's Syllabus.

## D. BIOLOGY.

ADJUNCT PROFESSOR RIDDICK.

1. (a) PHYSIOLOGY.—*Half Course.* The class recites three times weekly throughout the first half-session. Four hours of each week are devoted to laboratory work. Introductory Physics and Chemistry 1 and 2 are prerequisites. Laboratory fee, five dollars.

TEXTS—Martin's Human Body, advanced course; Wilder's Practicums.

(b) BOTANY.—*Half Course.* The class recites twice weekly throughout the second half-session. Six hours of each week are devoted to laboratory work. Course 1 is a prerequisite. Laboratory fee, five dollars.

TEXTS—Bessey's Botany; Gray's Manual.

2. GENERAL BIOLOGY.—This course is devoted to the study of life in the order of logical development. A few representative species of both types of life are studied minutely. The student is expected to master the technique of the compound microscope, the hardening, sectioning, and staining of tissues, and the mounting of slides. Two hours of each week throughout the year are devoted to lecture and recitation, and six hours weekly are spent in laboratory practice. Courses 1 and 2 are prerequisites. Laboratory fee, ten dollars.

Course 1 is required for the degree of Bachelor of Arts; Course 2 is elective for the degree of Master of Arts.

## E. ASTRONOMY.

PROFESSOR MARTIN.

1. Two recitations weekly throughout the session. The work is done by lectures, recitations, and observations. Special attention is given to astronomical instruments, the present condition of astronomical knowledge, and the methods of solving the various problems. Introductory Physics and Trigonometry are a prerequisite.

TEXT—Newcomb and Holden.

## XI. ENGLISH BIBLE

PROFESSOR —————

One hour a week for two years is devoted to recitations on the history and literature of the Bible in addition to the devotional study of the book in class each Sabbath morning.

The work of the first year will be devoted to the Old Testament history and teachings. In the second the development of the teachings of Christ and the establishment of the Christian church will receive attention.

TEXT-BOOKS—The English Bible with Concordance; Barrow's Companion to the Bible.

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## XII. ELOCUTION.

MISS MAPP.

### I. GENERAL.

Every student in the College may have practical instruction, free of charge, and all are encouraged to avail themselves of the opportunity.

Elocution is beginning to mean the "simple, genuine, unfettered expression of a human soul," and this ideal is constantly kept before the pupil's mind. The course aims to cultivate the voice for speaking, reading and recitation; to develop the power to grasp printed thought with facility and give it cultured and yet natural expression; to develop the imagination and the ability to interpret intelligently and sympathetically.

### COURSES.

COURSE 1.—Philosophy of the Voice; Breathing and Vocal Exercises; Posture; Drill in the Elementary Sounds and in Articulation; Voice Culture, for Quality, Power, Resonance, Flexibility and Tone Color. Study of the principles underlying expression; illustrative extracts; practical application to all selections studied. Study from an Elocutionary standpoint of various styles of composition—Narrative, Descriptive, Didactic, Humorous, etc. Analysis and rendition of standard prose and poetry. Analysis and criticism, rather than imitation, are the methods employed, as these afford mental discipline and give opportunity for the cultivation of taste and judgment. One hour a week.

TEXT-BOOKS—Brooks's Elocution and Reading; Teacher's Notes; Supplementary Selections.

COURSE 2.—The subject matter of Course 1, with such extension of the study of principles and use of additional material for analysis as the personnel of the class may permit. One hour a week.

## II. SPECIAL.

The work covers the various elements of voice and expression. Study enumerated under Course 1, with the addition of voice hygiene, dramatic analysis, character study and gesture. These elements are studied with special reference to the defects and powers of the individual. The selections used are taken from English and American literature. Only material of real worth and literary merit is considered desirable, as the instruction aims at culture, not superficial accomplishment. Two half-hour lessons a week.

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## XIII. MUSIC.

PROFESSORS LONDON, SCHEHLMANN, ADAMS AND OTTAIANO,

MISSSES SHARP, QUINBY AND MAPP.

This department is under the general supervision of the Director, Professor Charles W. Landon. Professors Adams and Schehlmann and Misses Sharp and Mapp are associated with him.

Music is given its due place in the distribution of time, and a diploma in music is counted on the degrees of Bachelor of Letters and Master of Arts. Students who desire to specialize in music will be required to take only two College studies in the Literary Departments. In Music, as in other subjects taught in the College, students enter the course for which they are found prepared. A special course in the art of teaching music is offered to those who wish to prepare themselves for that profession.

### I. PIANOFORTE.

PROFESSORS LONDON, ADAMS, AND MISSSES SHARP AND QUINBY.

#### INTRODUCTORY YEAR.

FIRST TERM.—Elementary Harmony and Musical Theory; Vocal Sight Reading; Landon's Foundation Materials; Gurlitt's Op. 90; Landon's Melody Studies, Book I; Mathew's Graded Studies, Book

II; Mason's Technics. Easy selections from the best composers. Two lessons a week. Daily practice.

SECOND TERM.—Elementary Harmony and Musical Theory; Vocal Sight Reading; Theoretical and Practical Scale Work; Landon's Pianoforte Method; Von Wilm's Op. 81; Landon's Sight Reading Album, Book I; Mason's Technics. Easy selections from the best composers. Two lessons a week. Daily practice.

# COURSES.

## FIRST YEAR.

1. FIRST TERM.—Elementary Harmony and Musical Theory; Vocal Sight Reading; Theoretical and Practical Scale, Chord, Rhythmical and Accent Studies; Heller's Op. 125; Mathew's Graded Studies, Book IV; DeKontski's Op. 314; Landon's Wrist Studies; Landon's Sight Reading Album, Book II; Mason's Technics. Selections from the best modern composers, and from the classics. Two lessons a week. Daily practice.

2. SECOND TERM.—Harmony, or Elementary Harmony and Musical Theory; Vocal Sight Reading; Scale, Arpeggio, Chord, Rhythmical and Accent Studies; Landon's Wrist Studies; Heller's 30 Selected Studies; Vogt's Op. 124; Landon's Sight Reading Album, Book II; Mason's Technics. Selections from the best composers, and from the classics. Two lessons a week. Daily practice.

## SECOND YEAR.

3. FIRST TERM.—Harmony, or Elementary Harmony and Musical Theory; Vocal Sight Reading, or Chorus Practice; Musical History; Special Scale, Arpeggio, Chord, Rhythmical and Accent Studies; Heller's 30 Studies; Moelling's 12 Preludes; Wilson G. Smith's Romantic Studies; Mathew's Graded Studies, Book V; Landon's Wrist Studies; Mason's Technics. Classic and romantic selections from the best composers. Two lessons a week. Daily practice.

4. SECOND TERM.—Harmony or Elementary Harmony and Musical Theory; Vocal Sight Reading or Chorus Practice; Musical History; Bach's Lighter Pieces; Landon's Wrist Studies; Schehlmann's Lyric Bagatelles; Mathew's Graded Studies, Book VI; Heller's 30 Selected Studies; Concone's Selected Studies; Landon's Sight Reading Album, Book II; Mason's Technics. Classic and Romantic Selections from



the best composers, in solo and concerted work. Two lessons a week. Daily practice.

#### THIRD YEAR.

5. **FIRST TERM.**—Counterpoint, Composition and Musical Analysis; Vocal Sight Reading or Chorus Practice; Musical History; Bach's Inventions; Mathew's Graded Studies, Book VII; Special Studies from the best Composers; Presser's School of Octave Playing; Landon's Special Technical Studies; Mason's Advanced Technics. Selections from the best Composers in Solo and Concerted work. Two lessons a week. Daily practice.

6. **SECOND TERM.**—Counterpoint, Composition and Musical Analysis; Vocal Sight Reading or Chorus Practice; Musical History; Bach's Three Part Inventions and Selected Preludes; Mathew's Graded Studies, Book VIII; Cramer's Selected Etudes; Loeschhorn's Octave School; Mason's Advanced Technics; Beethoven's Sonatas. Selections from the best Romantic and Classic Composers in Solo and Concerted Work. Two lessons a week. Daily practice.

#### FOURTH YEAR.

7. **FIRST TERM.**—Counterpoint, Composition and Musical Analysis; Vocal Sight Reading or Chorus Practice; Musical History and Biography; Bach's Preludes and Fugues; Chopin's Etudes, Op. 10 and 25; Mathew's Graded Studies, Book IX; Moschele's Selected Studies; Mason's Advanced Technics and School of Octaves and Bravura; Beethoven's Sonatas. Selections from the best Classic and Romantic Composers of all schools in Solo and Concerted Work. Two lessons a week. Daily practice.

8. **SECOND TERM.**—Counterpoint, Composition and Musical Analysis; Vocal Sight Singing or Chorus Practice; Chopin's Etudes; Op. 10 and 25; Liszt's Etudes; Mathew's Graded Studies, Book X; Mason's School of Octaves and Bravura; Bach's Preludes and Fugues; Concertos by Mozart, Beethoven and the best Romantic Composers; Concert Selections from the best Composers, Classic and Modern, in Solo and Concerted Work. Two lessons a week. Daily practice.

#### II. LITERARY STUDENTS' HALF-COURSE.

Students whose literary studies prevent their taking full work in Music, but who desire to keep up and add to their knowledge and skill, can take one lesson per week with one hour's daily practice in Piano.

### III. PIPE ORGAN AND CHURCH MUSIC COURSE.

A carefully prepared course of study is arranged in this branch of music. We have a large Mason & Hamlin organ, with two manuals and a full set of pedals, especially for student practice. Practice work twice a week in chorus singing and sight reading, and occasional choir singing.

This course may be profitably connected with the study of the piano and the theory of music. There is a growing demand for good organists and choir leaders. The work is planned to give practical training to pupils who wish to fill such positions.

### IV. CABINET OR REED ORGAN.

A course of instruction is given on this instrument, consisting of the rudiments of music, parlor, Sunday-school and church music, and a special course in Cabinet Organ music. In this course are taught the reed-organ touch, the stops, and the special effects to be obtained from their artistic use, and brilliant and effective pieces are selected to bring out the fine qualities of this popular instrument.

TEXT-BOOKS—Landon's Reed-Organ Method; Landon's Melodious Studies for the Reed-Organ; Landon's Annotated Reed Organ Music; Sunday-school and Church Music.

### V. VIOLIN.

PROFESSORS SCHEHLMANN AND OTTAIANO.

Instruction will be given upon this favorite instrument to students individually or in classes of two. The introduction of the violin as a ladies' instrument gives a very desirable variety to musical entertainments. The violin is appreciated not only for the peculiar charm of the music, but also from its comparative rarity amidst almost universal piano-playing. Violin pupils, when sufficiently advanced, play in the College Orchestra, which has weekly drill.

### VI. VOCAL MUSIC.

PROFESSOR SCHEHLMANN AND MISS MAPP.

Instruction in vocal music will be given to students individually and in classes, and will embrace vocal culture, sight reading, chorus and solo singing. Lessons twice a week.

## COURSES.

1. Harmony, or Elementary Harmony, Musical Theory, and Sight-singing ; Lessons in Breathing and Production of Tone ; Development of Registers ; Beginning of the study of the *Messa di Voce*, Intervals without Portamento ; Roulades in slow movement ; easy Solfeggios and exercises in Concone and Panofka, easy songs of Abt, Gumbert, Sullivan, Cowen, etc. ; and, for the early development of classic taste, Mendelssohn, etc.

2. Harmony, or Elementary Harmony and Musical Theory ; Sight-singing or Chorus Practice ; Study of Intervals with Portamento, Diatonic and Chromatic Scales in slow movement, Arpeggios and studies of Bordogni. English ballads and sacred music.

3. Counterpoint ; Chorus Practice ; Study of Major and Minor Scales, Arpeggios, Turns and Trills in more rapid movement. Difficult studies of Sieber, Marchesi, English, French, German and Italian songs. More difficult selections of Church Music.

4. Theory and Practice of Accompaniments ; Chorus Practice ; Study of Major and Minor Scales with increased rapidity of execution. Arias and Cavatinas from French, German and Italian operas. More difficult songs from classic writers, viz : Grieg, Lassen, Jensen, Franz, Rubinstein, Schubert, etc. Graduates in Vocal Music are also required to pass the examination in Piano Playing in Course 4 at the end of the second year.

**SIGHT READING.**—All students of music are required to sing in this class, unless excused for special reasons. It is preparatory to the chorus class, and is indispensable to pupils beginning vocal culture. Practice in sight singing is a great agent in developing that sense of rhythm and of harmony of sounds usually called “musical talent.” Students of the piano and organ who can sing at sight perform with superior expression and intelligence, and save much time and ultimate expense in tuition.

**TEXT-BOOK**—Normal Music Course, Tufts and Holt. Chorus and Blackboard illustrations and exercises.

**CHORUS SINGING.**—The time of this class is given to the study of choral works of classic and modern writers. Both secular and sacred compositions for female voices, in two, three and four parts, are used. Special practice is occasionally given with a mixed chorus as preparation for choir singing.

To make schooled musicians, a thorough training of the ear and the sense of rhythm is the first requisite, and the best means to that end is long experience in chorus singing under a competent master. The importance of this cannot be easily overstated.

## VII. THEORY AND HISTORY OF MUSIC.

Classes are organized in Harmony, Counterpoint, Composition, Musical Analysis, and History of Music. The special aim in these classes is to give the pupil the theoretical knowledge necessary for understanding the inner meaning of music, and for the expression of her own musical ideas, also to qualify her to teach these sciences to others and to make her a thorough musician as well as a fine performer.

It is now accepted without question that a comprehensive and expressive performance of music is dependent upon a constructive and theoretical knowledge of the composer's design and meaning, as well as upon a skillful execution of the composition. An intelligent insight into the scientific foundation upon which rests the art of music, also greatly increases the interest of pupils in their singing and playing.

## VIII. TEACHERS' COURSES.

For those who wish to prepare themselves to teach music the combination of Psychology and Pedagogy with Music offers marked advantages.

1. The student will be taught music in the newest and best approved methods.

2. She will be taught how to impart instruction scientifically both by precept and example.

3. Instruction in collateral subjects, the knowledge of which is essential to the highest excellence, is at hand to add the stamp of rounded culture. We deem this of special importance.

4. The weekly musicales and lectures furnish a great variety of valuable musical information to the pupils, and give them experience in playing before an audience, and a practical knowledge of large quantities of the best music of the great composers, classic and modern.



## XIV. ART.

PROFESSOR SMITH.

The purpose of the School of Art is not only to give students a knowledge of drawing and painting, but to develop their power of observation and appreciation of the true and the beautiful. The time of the student is devoted to the study of the principles that underlie all true work in art, and their application in well graded exercises. It is not diverted to making decorations. The method is the same as that used now in the best art schools, such as the Art Students' League, of New York, and the Académie Julian, in Paris, France. At the latter institution the instructor studied art five years.

## COURSES.

1. Drawing from objects and casts.
2. Drawing from casts—heads, busts, full-lengths and life.
3. Drawing heads from life, draped models. Painting from still-life. Composition.
4. Drawing from life. Painting from still-life. Composition. Outdoor sketching.
5. Painting from life. Drawing in pastel. Composition. Outdoor sketching.  
Painting can be done either in oils or water-colors.
6. A teachers' course in Industrial Drawing.

## EXPENSES FOR HALF-SESSION.

### I. For Literary Courses :

Matriculation.....	\$ 7 50
Tuition in three or more courses.....	37 50
Tuition in two courses (for those specializing in Music or Art).....	25 00
Board, including fuel, lights, laundry, gymnasium and medical attendance.....	80 00

*Note*—Students taking laboratory courses in Physics, Chemistry or Biology, pay a laboratory fee of \$5.00 for material and use of apparatus.

### II. For Music : Instruction in Piano or Organ according to advancement.

1. Introductory Course.....	\$18 00
2. Courses 1 and 2.....	25 00
Sight Reading and Theory.....	5 00
3. Courses 3 and 4—Under the Director.....	32 50
Harmony.....	10 00
4. Courses 5 and 6—Under the Director.....	32 50
Counterpoint and Accompaniment.....	10 00
Use of Piano daily 1½ hours to all classes.....	5 00
5. Half course for special cases.....	16 50
Use of Piano 1 hour daily.....	3 50

### III. Instruction in Violin.....

30 00

### IV. For Vocal Music :

1. Private Lessons under Professor Schehlmann.....	\$32 50
2. Same in class of two, each.....	20 00
Private lessons under Assistant.....	25 00
Same in class of two, each.....	15 00
3. Sight Singing class alone.....	5 00
4. Chorus class alone.....	5 00
Students taking private lessons enter Sight Singing and Chorus classes without charge.	

### V. For Art : According to advancement.

1. Courses 1 and 2.....	\$15 00
2. Courses 3 and 4.....	20 00
3. Courses 5 and 6.....	25 00
China Painting.....	30 00

*Note*.—Students devoting double time to Music or Art are required to take only two literary courses, for which the fees, including matriculation, are \$32.50.

### VI. Special Elocution.....

\$20 00

The proportionate part of board paid will be refunded when students leave through necessity. Should a student withdraw at our instance the proportionate part of all fees will be refunded. In no other case will any re-imbursement be made.

## SUMMARY.

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From the above it will be seen that the cost of the Courses most usually taken is as follows:

I. For students taking the full literary course:		
Tuition and Matriculation.....		\$ 45 00
Board .....		80 00
Total.....		<u>\$125 00</u>
To this add laboratory fee of \$5.00 if student takes Physics, Chemistry or Biology.		
II. For students who add Music to the literary course :		
Literary Course with board as above.....		\$125 00
Music, according to advancement.....	\$23 00—	42 50
Use of Piano 1½ hours daily.....		5 00
Total.....		<u>\$153 00—\$172 50</u>
This may be reduced by taking half-course in Music to \$150 00—\$145 50		
III. For students specializing in Instrumental Music :		
Literary Course—two subjects, with board.....		\$112 50
Music, according to advancement.....	\$32 50—	42 50
Use of Piano 3 hours daily.....		10 00
Total.....		<u>\$155 00—\$165 00</u>
IV. For students specializing in Art :		
Literary Course—two subjects with board.....		\$112 50
Art, according to advancement.....	\$15 00—	25 00
Total.....		<u>\$127 50—\$137 50</u>

The cost of any proposed course will be given upon application.

The fees for each half-session are due at its beginning.

**FURNITURE.**—The College supplies the students' rooms with bedstead, bureau, wardrobe, washstand, chairs, mattress, pillows and crockery. Each student should bring with her sheets, blankets, a counterpane (size No. 10x10), pillow-cases (size 30x24 inches) and towels; also one dozen napkins, her own marked napkin ring and any other articles of use or ornament desired for her room, such as knife, fork and spoon, pictures, &c. The rooms are finished with mouldings for hanging pictures.

No article will be received for the laundry which is not plainly and indelibly marked.

## TO THE WISE PHILANTHROPIST.

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The friends of the higher education of woman are earnestly requested to consider the claims of Randolph-Macon Woman's College upon their generosity. It has laid the foundation of a true college for women, broad and deep. Sufficient endowment has been secured to assure its permanence. To this benefactors may add with confidence that their gifts will not be wasted. Each contribution is made more effective by those that have preceded it, and in turn enhances their value. We ask for (1) \$100,000 additional endowment; (2) one hundred scholarships of \$100 each to aid needy and deserving students; (3) \$10,000 for additions to library and apparatus. Will not the friends of Education in the South build upon this foundation a worthy rival of the colleges for women in the North, equalling them in facilities for culture, while preserving the Southern type of womanhood?

Correspondence concerning donations should be addressed to the President. Devises and bequests should read:

"I give and bequeath to the Trustees of Randolph-Macon College, for the benefit of Randolph-Macon Woman's College, &c."



## CALENDAR.

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### COMMENCEMENT EXERCISES, JUNE, 1898.

Sunday, June 5th, 11 A. M., Baccalaureate sermon by Bishop A. W. WILSON, of Baltimore, Md.

[For program of Joint Commencement Exercises of the Randolph-Macon System, June 6-9, 1898, see last page.]

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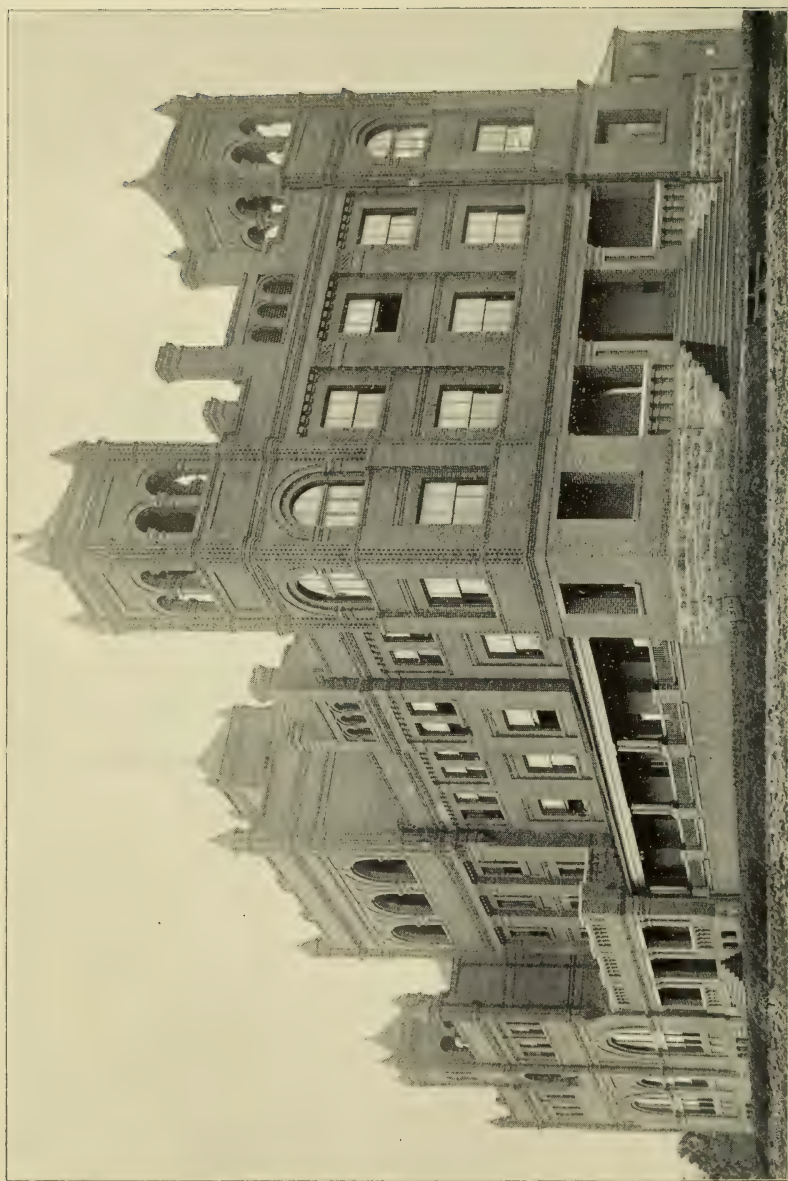
### FOR SESSION OF 1898-1899.

Session begins Thursday, September 8, 1898.

First term ends and second term begins Thursday, January 26, 1899.

Session closes Thursday, June 8, 1899.





RANDOLPH-MACON ACADEMY, FRONT ROYAL, VA.

# ANNOUNCEMENTS.

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## IV. Randolph-Macon Academy,

FRONT ROYAL, VA.

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### OFFICERS AND TEACHERS.

#### PRINCIPAL:

WM. W. SMITH, A. M., LL. D.

#### ASSISTANTS:

CHARLES LEWIS MELTON, A. M.

BENJAMIN W. ARNOLD, A. M., PH. D.

#### INSTRUCTORS:

MRS. GERTRUDE B. MELTON.

JAMES T. PORTER, A. M.

GEORGE T. TYLER, JR., A. M.

#### DIRECTOR OF PHYSICAL CULTURE:

GEORGE T. TYLER, JR.

#### PHYSICIAN:

M. L. GARRISON, M. D.

#### MATRON:

MISS FLORENCE A. BURGESS.

[*For Catalogue of Students, see pages 18-19.*]

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### GENERAL INFORMATION.

#### The Field.

RANDOLPH-MACON ACADEMY is conducted by Randolph-Macon College, Ashland, Va., which for sixty-five years has held a prominent position among the institutions of learning in the South. The Academy was established by the Board of Trustees of the College, as an effort at a distinct advance in educational enterprise in the South.

Choosing for it the field between the preparatory home school and the real college course, the Board purposes to prepare youths for college or university, under discipline appropriate to their years and maturity, and under the most wholesome moral influences.

In view of the fact, however, that a majority cannot, or will not, prosecute their education to a college degree, and that their entire educational preparation for life will be completed at the Academy,



there have been added to those studies strictly required for satisfactory entrance at college such extensions or practical applications of the previous work as are deemed best adapted to complete their equipment for business life.

**The Purpose.** Believing this to be a most important work, and worthy of as much care and effort as that of a college or university, the projectors of the Randolph-Macon Academy determined to plan an institution to do it as perfectly as human fallibility would allow. The question of expense was not allowed to thwart their purpose. The garment was not to be "cut according to the cloth," but cloth was to be procured sufficient to make the desired garment. An Academy was to be built which would lack nothing that seemed important for the work proposed. They undertook to find, not merely a good site, but the best that patient study of desirable locations in Virginia should disclose; to secure not merely a good plan, but the best the architectural talent of the United States could furnish; to have the buildings erected in the best possible manner; to arrange a plan of instruction and administration thoroughly adequate to the end proposed; and to provide, with all the resources in their power, the best corps of instructors to carry out their purposes of making an ideal school.

**Location.** The Academy is situated at Front Royal, Va., at the foot of the Blue Ridge Mountains, within half a mile of the Shenandoah River, and in the heart of the famous Valley of Virginia. The town stands at the intersection of the Norfolk & Western Railroad and of the Manassas Branch of another great system, the Southern Railroad. Both these roads connect also, at short distances from Front Royal, with the main line and the Valley Branch of the Baltimore & Ohio Railroad, viz., at Shenandoah Junction and at Strasburg, Va. It is thus easy of access from all directions, and near to a number of centers of population, being only 78 miles by rail from Washington, D. C.; 118 miles from Baltimore, Md.; 60 miles from Harrisonburg, Va.; 80 miles from Staunton, Va.; 177 miles from Roanoke and Salem, Va., and only 19 miles from Winchester, Va. The region in which it is situated is one of the finest in the world, both for health and for beauty of scenery, and is rich in historic interest. The grounds comprise eighteen and a half acres. In their midst, the Academy stands on an eminence, selected for its commanding view of a noble landscape of mountain, river, and valley; and for its complete drainage in every direction, and its abundant

supply of fresh, pure air and water. *Among the hundreds of students, officers, teachers, servants, etc., in the Academy, there has been but one case of dangerous illness during the six sessions of its existence.* The town of Front Royal, on whose edge it stands, with a population estimated at 2,000, has long been known as the home of an eminently moral and religious population, possessed of much culture and refinement. The same is true of its sister town, Riverton, about a mile and a half away. Both of these towns forbid the licensing of the sale of liquor, and, therefore, have not a single saloon or bar-room within their limits. There are churches of various denominations in the town, in which religious services are held every Sunday.

**The Building.** Our visitors are invariably struck with surprise and admiration at the building and its site. Our best advertisement is for every one to come and see for himself. From many commendations received, we select the following testimonials:

Bishop J. S. Key, of the M. E. Church South, says: "It is the most perfect school building I have ever seen." Bishop E. R. Hendrix says: "I wish to say the same of the building as Bishop Key." The *Baltimore Sun*: "The buildings for the school are perhaps the most imposing of any in the northern part of Virginia." The *Baltimore Episcopal Methodist*: "In our judgment, the whole of the lovely 'Valley of Virginia' could hardly have furnished another spot of equal fitness. The superb building—beyond doubt the unrivalled Academy of our country in its symmetry and architectural beauty—could hardly be improved, and no appliance for convenience and comfort has been omitted." The *Baltimore American* calls it "a magnificent building, believed to be the finest Academy building in the South—a credit to the town of Front Royal and an educational advance of great value to the State." The *Richmond Christian Advocate* says: "The splendid pile, surmounting a plateau, commands a horizon embracing matchless and picturesque scenery—the Blue Ridge, the rivers of the Shenandoah Valley, the nooks of mountains, the meadows of the great Valley of Virginia for leagues—till the red clover is fringed by the rim of the circling and shining sky."

The following special features may be noted:

1. THE STUDY HALL, 60x65 feet, 24-foot pitch, with single "Cleveland" desks, is believed to be finest in the United States. Here all recitations are prepared. A teacher presides to preserve order and assist the students in this preparation, during which no classes are

heard in the room. From this hall doors open into eight recitation-rooms.

2. THE LARGE SEMI-BASEMENT ROOM beneath the Study Hall, 60x65 feet, was designed simply as a great play-room, for healthful sport in rainy, muddy, wintry weather.

3. THE PHYSICAL CULTURE WING in the Academy is a building 40x80 feet, containing a Gymnasium, with "Sargent" apparatus, bath-room, with hot and cold water, lockers, etc., all in charge of a specially-trained director, who conducts the exercises on scientific principles to develop the body of the student and to give it robustness, symmetry and grace.

4. THE WATER ARRANGEMENTS supply hot and cold water throughout the building; fire-plugs and hose to reach every room on each floor.

5. THE HEATING is done by steam, and fresh warm air is driven by a fan through the house, ventilating as well as heating, by a system adopted for the United States Capitol at Washington and considered the best known to our times.

6. THERE IS NO NEED OF AN OIL LAMP IN THE HOUSE. More than three hundred Edison incandescent electric lights illuminate the building from basement to garret. This light is steady and uniform, and has been found by actual test to be an excellent one for students. The fact that there will be no smoking wicks nor dingy chimneys to strain the pupil's eyesight, nor exploding lamps to endanger his life, is of great interest to parents. There is no need of kerosene or match in the buildings.

7. THE DORMITORIES are high-pitched airy rooms, each, without exception, with windows opening to the outside air and sunlight. Only two students occupy a room, and each has his separate bed. Special infirmary rooms are provided. Each student-room is furnished with a good oak set—two single bedsteads, beds and pillows, a bureau, washstand and chairs. Pupils furnish their own blankets, sheets, pillow-cases and towels.

8. THE DINING HALL is 40x60 feet, with pantries and store-rooms adjoining, and the kitchen is fitted with a large "French" range. The fare is abundant, wholesome, sufficiently varied, properly cooked and nicely served.

9. THE YOUNG MEN'S CHRISTIAN ASSOCIATION HALL is among the largest and handsomest rooms in the building. Prominence is given this most valuable organization in the school work.



10. THE PARLOR, RECEPTION AND READING ROOMS on the first floor, sufficient to hold all the students at once, show that the social life is not neglected.

**Plan.** Two important special features of this school are:

1. *Large classes are divided and heard in sections of not more than fifteen pupils.*

2. *An extra teacher presides in the Study Hall to preserve order and assist students in the preparation of their lessons.*

The division of classes into sections (requiring more teachers) and the employment of additional teachers for the supervision of the Study Hall add to the cost of conducting our school, but are necessary to the best results.

**Principles of Government.**

Without firm discipline, based on strong and clear convictions of right, and administered in the spirit of kindly sympathy, no boarding-school deserves to succeed. The rules of Randolph-Macon Academy are few, and only such as are necessary to the well-being and the success of the student. They are enforced with impartial certainty.

**Conscience and Honor Cultivated.**

Formal rules are not relied upon for the regulation of moral conduct. Reverence for God and trust in Him are presented as the foundations of character, and the day's work is begun and ended with worship, which all attend. In morals the broad, general principle that every student is to be a young gentleman of honor, truthfulness, and absolute honesty is insisted upon. To develop and foster this spirit among the students, to make the moral atmosphere not only wholesome but invigorating and uplifting, is the first and greatest aim of the Principal and his associates. Self-government is encouraged so far as is compatible with good order.

**The Persistently idle or vicious excluded.**

If any pupils are found to be obstacles to this result, earnest efforts will be directed to their reformation, but will not be long continued if satisfactory results do not show themselves. The contamination of many will not long be risked for the sake of one, and a vicious or idle pupil who cannot be moved to honest effort at self-improvement in a few weeks after his entrance, will be returned to his home, where his influence may be less injurious. Brilliant success is not demanded of pupils, but honest effort is insisted upon.

Lest anyone should be overlooked, each teacher has special over-



sight of a portion of the pupils, and is responsible for their diligence in study and propriety of conduct.

**Minor Rules  
of Order.**

Under the general principles outlined above, such specific regulations as may be necessary to good order and good work are prescribed, and kind but effective measures are taken to secure obedience. Offenses against morals are put upon a different basis from thoughtless violation of order or lapse of punctuality. Honor and truth are held sacred, and constantly magnified in the management of the school.

The proper object of disciplinary regulations in schools is not simply nor chiefly the preservation of order, but the formation of correct habits and the establishment in the student's heart of right principles of action. *Character* is the chief product of education.

**Rolls of  
Honor.**

Students conforming to all the rules of conduct and order are honored in reports and by other marks of approbation and confidence. Those whose diligence in study enables them to reach a high grade of scholarship are recorded on the Roll of Honor for Study.

**Don't.**

Parents are requested not to supply students with excessive amounts of pocket-money. A small regular monthly allowance is helpful; an unlimited supply is ruinous. The sending of boxes with rich food, sweets, etc., should be confined to rare occasions. The ensuing frolic is generally at the expense of health and of progress in study. Correspondence with the Principal should be direct and not through the student.

**Reports.**

Reports of the conduct and progress of students are sent to their parents or guardians at stated periods during the session.

**Literary  
Society.**

A Literary Society organized among the students offers incentives and presents opportunities for the acquirement of skill in public speaking. Medals and public honors are awarded by them on the public day at the close of the session.

A branch of the College Young Men's Christian Association has been organized and successfully conducted in the School. Regular weekly meetings are held in their commodious room.

**Athletics.**

Besides the large and well-equipped gymnasium and wet-weather play-room, ball-grounds and tennis-courts offer full vent for youthful spirits and vigor. The exercises of "Field Day" are enjoyed by great crowds, and the exploits of the competing athletes are remembered by students with the admiration which always attaches to manly force and skill. For voluminous information on these subjects, apply to any student.

LIBRARY  
OF THE  
UNIVERSITY OF ILLINOIS



STUDY HALL, RANDOLPH-MACON ACADEMY.

## THE COURSE OF INSTRUCTION.

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This was fixed originally, after the most careful consideration, by the faculty of Randolph-Macon College, assisted by the practical suggestions of able and experienced teachers of preparatory schools. It has since been carefully revised, and has received such improvements from time to time as further experience has suggested. The suggestions of the "Committee of Ten" are given due consideration and weight.

The course embraces:

1. PRIMARY STUDIES.—Reading Writing, Spelling, Geography, English Grammar.
2. HISTORY.—United States, England, France, Greece, Rome, Bible History.
3. LANGUAGES.—English, Latin, Greek, French, German (preparatory to college classes).
4. MATHEMATICS.—Arithmetic, Algebra, Geometry, Determinants.
5. SCIENCE.—Elementary courses of Natural History, Botany, Geology, Physiology, Physics.
6. PHYSICAL CULTURE.—Sargent System: Gynmastic Apparatus and Drills.

These subjects are distributed over a period of four years, the classes in succession being known as First Form, Second Form, etc. The student completing the Third Form is prepared to enter college. Special reasons may prevent that or may make it desirable for him to remain longer at the Academy. For such the Fourth Form offers a concluding course. Students are assigned after conference to the forms for which they are prepared, and may take parts of different forms when unequal preparation calls for it. Many enter as high as the Third Form, but all who thus apply for advanced work must be prepared to show a sound knowledge of the subjects taught in the preceding forms.

The work by classes and by courses is given below.



## I. CLASSES AND TEXT-BOOKS.

FIRST FORM.—*Orthography*: Swinton's Word Book, Part I. *Penmanship*: Lessons by Instructor. *English*: Swinton's English Grammar, Composition. *Mathematics*: Wells' Academic Arithmetic. *History*: Montgomery's England, Church's Bible History. *Science*: Bert's First Steps in Science. *Latin*: Bingham's Grammar. *Physical Culture*: Gymnasium and Drill.

SECOND FORM.—*Orthography*: Swinton's Word Book, Part II. *Penmanship*: Lessons by Instructor. *English*: Lockwood's Lessons in English, Select Readings, Whitney's Essentials. *Mathematics*: Wentworth's School Algebra. *History*: Myer's Eastern Nations and Greece, Allen's Rome. *Science*: Dana's Geological Story, Martin's Briefer Course in Physiology. *Latin*: Cæsar, Bingham's Grammar, Exercises. *French* (optional): Whitney's French Grammar, Joynes's French Reader. *Physical Culture*: Gymnasium and Drill.

THIRD FORM.—*Etymology*: Swinton's Word Analysis. *Penmanship*: Lessons by Instructor. *English*: Genung's Outlines of Rhetoric, Meiklejohn's Literature, Selected Classics. *Mathematics*: Philips & Fisher's Plane Geometry, Wentworth College Algebra. *History*: Smith's Bible History. *Science*: Carhart and Chute's Physics. *Latin*: Cæsar, Bingham's Grammar, Exercises. *Greek* (optional): Harkness' First Greek Book. *German*: Whitney's Brief German Grammar, Whitney's German Reader. *French* (optional): Tableaux de la Révolution Française, Le Romantisme Français. *Physical Culture*: Gymnasium and Drill.

FOURTH FORM.—Selections from the following courses: *English*: Genung's Complete Rhetoric, Genung's Rhetorical Analysis, Selected Classics. *German*: Whitney's Grammar, Selections from Schiller, Scheffel, etc. *Latin*: Cicero's Orations, Vergil's Æneid, Gildersleeve's Latin Grammar, Exercises. *Mathematics*: Wentworth's Complete Algebra, Wentworth's Solid Geometry, Peck's Determinants. *Psychology*: Steel's Rudimentary Psychology. *Science*: Remsen's Elementary Chemistry and Laboratory Manual. *Political Economy*: Walker's Elementary Course. *Governmental Science and Business Usages*: Young's Government Class Book. *Review* of subjects in other forms, in which the student is deficient or desires to attain special proficiency.

It should be stated that the text-books named in the above are sub-

ject to change should the teachers in charge find better ones before the opening of the session. They are given only to indicate more clearly the character of the work required in each form.

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## II. OUTLINE OF COURSES.

### I. ORTHOGRAPHY.

There are three classes in Orthography. Each class recites five times a week. The course is begun with the simplest words in the language. Careful attention is given to pronunciation and to definition. In the third and fourth years the more difficult words are studied, a careful study of words derived from Latin, Greek, and Anglo-Saxon completing the course.

TEXT-BOOK—First and Second Years: Swinton's Word Book.

Third and Fourth Years: Swinton's "Word Analysis."

### II. PENMANSHIP.

Lessons in Penmanship are given by an instructor. The principles are studied and every student is required to copy daily from assigned exercises. As an encouragement to diligence, the students are given the privilege of exemption from practice as soon as they acquire a fixed legible style, satisfactory to the instructor.

### III. ENGLISH.

Randolph-Macon College was the pioneer of the advanced study of English in the South. The same rigid work in preparatory studies formerly done at the college is required at the Academies. There are four classes. Each recites five times a week.

FIRST YEAR.—Students are started in the Parts of Speech, and, during the entire year, are taught grammatical analysis. They are required to write weekly exercises.

TEXT-BOOK—Swinton's English Grammar.

SECOND YEAR.—Having completed satisfactorily the work of the first year, students take up the study of the sentence. Constant practice in diagramming is required, and the leading principles of Syntax are mastered. Letter writing and work in original composition receive careful attention, and each student has to write at least one exercise a week. Those exercises are corrected, returned and discussed

before the class. Parallel reading will be such as "Roger de Coverley" (Addison), Franklin's Autobiography, "Lady of the Lake" (Scott), and "The House of Seven Gables" (Hawthorne).

TEXT-BOOKS—Lockwood's Lessons in English; Whitney's Essentials of English Grammar.

THIRD YEAR.—Students continue the study of Analysis, taking up the more difficult constructions. Careful attention is given to the study of the Participle, of the Infinitive, and of Elliptical Constructions. Selections from the prose of Eliot, Scott, and Irving and from the poetry of Longfellow, Byron, Keats, and Shelley are assigned for written analysis.

TEXT-BOOKS—Genung's Outlines of Rhetoric; Meiklejohn's Literature; Lady of the Lake.

FOURTH YEAR.—Students complete the work of analysis, analyzing extracts from Shakespeare. Rhetoric is continued, and Shakespeare's plays are taken up. Each student is required to write a weekly exercise. The second term is devoted to practical work in Composition, and careful attention is given to the development of style. The parallel reading will be such as "Childe Harold" (Byron), "In Memoriam" (Tennyson), "Virginians" (Thackery), "Adam Bede" (Eliot), and "Gulliver's Travels" (Swift).

TEXT-BOOKS—Genung's Rhetoric; Genung's Rhetorical Analysis; Macaulay's Essay on Milton; Webster's Bunker Hill Orations; Shakespeare.

#### IV. LATIN.

This is regarded as a foundation study for mental discipline and is most carefully taught. In the lower classes there is constant drill in forms, and frequent written exercises are prescribed. As the students advance, they are drilled in Syntax and in analysis of texts read. There are four classes. Each recites five times a week.

FIRST YEAR.—Thorough study of Forms, and Reading.

TEXT-BOOKS.—Bingham's Grammar to Syntax; Reader.

SECOND YEAR.—Review of Forms, Elementary Syntax, Reading, and Exercises.

TEXT-BOOKS—Bingham's Grammar with Exercises; Reader; Cæsar.

THIRD YEAR.—Review of previous work, Syntax completed, reading and exercises.

TEXT-BOOKS—Bingham's Grammar, Exercises, Cæsar's Gallic War, Cicero's Orations.



FOURTH YEAR.—Syntax reviewed, reading and exercises.

TEXT-BOOKS—Bingham and Gildersleeve's Grammars, Daniel's New Latin Composition, Cicero's Orations, Vergil's *Æneid*, White's English-Latin Dictionary.

## V. GREEK.

Greek is taught but one year. Thorough drill is given in forms. The principles of accent and of contraction, and a general course in Syntax are carefully taught.

TEXT-BOOK—Harkness' First Greek Book.

## VI. GERMAN.

There are two classes in German. Each class meets five times a week.

FIRST YEAR.—The forms are mastered and the elements of Syntax are studied and applied in weekly exercises.

TEXT-BOOKS—Whitney's Brief Grammar, Whitney's Reader.

SECOND YEAR.—Syntax is studied in detail, and exercises are written weekly. Reading is continued. In the second term special attention is given to the history and to the etymology of the language.

TEXT-BOOKS—Whitney's Grammar; Schiller's "*Wilhelm Tell*;" Scheffel's "*Trompeter*."

## VII. FRENCH.

There are two classes in French. Each class meets five times a week.

FIRST YEAR.—Forms are mastered and special attention is given to pronunciation and to translation. Exercises are written weekly, and selections from various authors are read.

TEXT-BOOKS—Whitney's French Grammar; Joynes-Otto's French Reader.

SECOND YEAR.—Grammar is completed. Exercises weekly. In the second term, outlines of the history and of the literature of the language are given. Special attention is given to reading and writing French.

TEXT-BOOKS—Whitney's Grammar; *Tableaux de la Révolution Française*, *Le Romantisme*.

## VIII. MATHEMATICS.

This is the foundation study peculiarly suited to develop the reasoning faculties, and most careful attention is given to this subject in all the branches taught. The most thorough work is required in each



lower class, as the condition of entrance into a higher. Original work is required both in class and in examinations. There are four classes. Each recites five times a week.

FIRST YEAR.—Wells' Arithmetic.

SECOND YEAR.—Wentworth's School Algebra.

THIRD YEAR.—Philips & Fisher's Plane Geometry, Wentworth's College Algebra.

FOURTH YEAR.—Wentworth's Complete Algebra (completing Logarithms, Series, Permutations, Combinations, Probability, and Solution of Higher Equations), Peck's Determinants, Wentworth's Solid Geometry.

### IX. SCIENCE.

To develop habits of observation, a liberal course in Science is given; and, as far as possible, laboratory work is required in the more advanced classes. There are four classes. Each recites five times a week.

TEXT-BOOKS—First year: Bert's First Lessons in Science. Second year: first term, Dana's Geological Story; second term, Martin's Physiology (briefer course). Third year: first and second terms, Carhart and Chute's Physics. Fourth year: first term, Remsen's Chemistry; second term, Remsen's Chemical Analysis, Laboratory work.

### X. HISTORY.

There are three classes in History. Each recites five times a week. In the more advanced classes, special attention is given to the philosophy of history, and effort is made to develop in students the habit of seeking the cause of events in one age in the events of preceding ages.

TEXT-BOOKS—First year: first term, Montgomery's History of England; second term, Church's Bible History. Second year: first term, Myers' Eastern Nations and Greece; second term, Allen's History of Rome. Third year: first and second terms, Smith's Bible History.

### XI. PHYSICAL CULTURE.

Every student, unless prohibited by the resident physician, must take the course of physical culture, under the director, in the gymnasium as long as he remains in school. These exercises are deemed necessary for his development, and hence are provided. The gymnasium is fully equipped with all necessary apparatus, and a competent instructor directs the exercises. Out-door games are encouraged as sports, not as spectacles, and are under the supervision of the director of the gymnasium.

## FINANCIAL.

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It will naturally be expected that such unusual advantages will be very costly. Owing, however, to the fact that the buildings have been largely free contributions, that there are no rents, taxes or dividends to be paid, they are offered at about the usual prices of boarding schools in Virginia.

### EXPENSES.

For matriculation, board, tuition, light and fuel, for half-session.....	\$103 75
For use of gymnasium.....	2 50
For medical attention.....	2 50
For washing, half-session.....	6 25
Total expense for half-session.....	\$115 00

This may be reduced to \$211.60 for the session. See "Discount" below.

Drawing and Music at Instructor's prices.

 Students for the ministry of any evangelical church, and sons of ministers of conferences contributing to the funds of Randolph-Macon, pay \$77.50 per half-session. All fees payable in advance.

The proportionate part of board paid will be refunded when students leave through necessity, or at our instance.

Should a student leave without good cause, the Academy reserves the right to refuse any reimbursement of fees.

*Discount.*—To all full-pay students a discount of eight per cent. upon the total charges for the whole session is allowed upon the prompt payment of the charges for the second half-session on February 1st (the charges for the first half-session having been paid upon entrance). But in no other case is the discount to be allowed.

Our aim is not to make money, but to establish a great school, and to do the greatest possible good to the largest possible number. We hope to see many benevolences in the form of free scholarships, free libraries, and endowed aids of all sorts gather around the Academy to multiply its advantages and place them within the reach of all.

We shall be glad to become the dispenser of the benefactions of such friends of education as appreciate our enterprise.

BOOKS AND STATIONERY will be furnished at publishers' prices. To reduce this expense as much as possible, the student should bring with him all the books he may have, which are likely to be of use, especially an English Dictionary.

CLOTHING, ETC.—Ordinary school clothing should be warm, strong and inexpensive. Gymnastic suits for exercise will be bought for students at wholesale cost by the director of the Physical Culture Department. *No clothing will be received for the weekly wash which is not plainly marked with the owner's name.*

☞ Each student occupies a bed to himself, and should bring with him two pairs of sheets, blankets and bedspread of suitable size for a single bed; also one pair of pillowslips, towels and a clothes-bag.

These articles can be purchased after arrival at the Academy if desired.

The principal will take pleasure in answering questions not fully met by the foregoing statements.

## CALENDAR.

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### COMMENCEMENT EXERCISES, 1898.

Sunday, June 5th, sermon before Y. M. C. A. by Rev. J. H. YOUNG, D. D., Baltimore, Md.

[For program of Joint Commencement Exercises of the Randolph-Macon System, June 6th to 9th, see last page.]

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### SESSION OF 1898-1899.

The session is divided into two terms, with no vacation between them.

Tuesday, September 13th, 1898, first term begins.

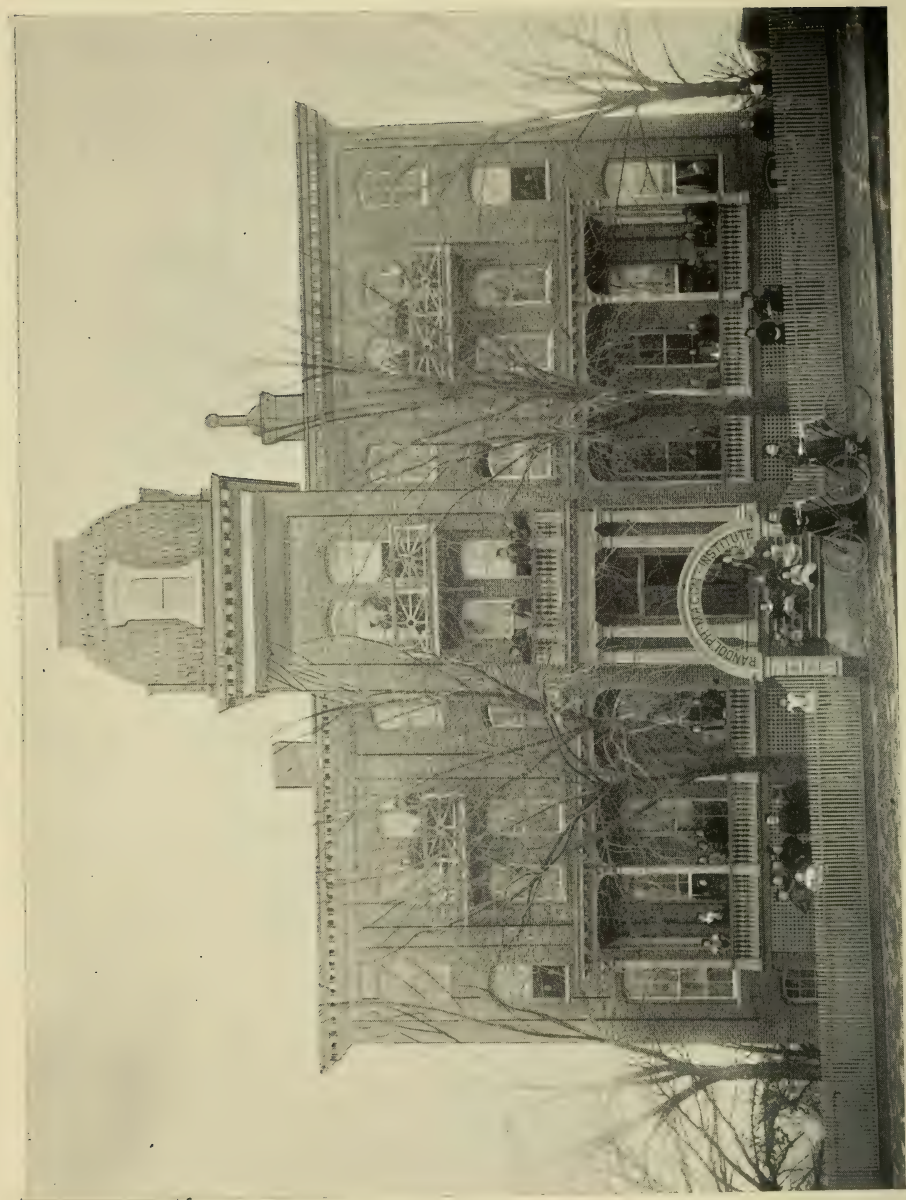
Tuesday, January 31st, 1899, second term begins.

Tuesday, June 6th, 1899, session closes.









RANDOLPH-MACON INSTITUTE, DANVILLE VA.

# ANNOUNCEMENTS.

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## V. Randolph-Macon Institute.

DANVILLE, VA.

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### OFFICERS AND TEACHERS.

PRINCIPAL :

WM. HOLMES DAVIS, A. B.

INSTRUCTORS :

WM. HOLMES DAVIS, A. B.

MISS ESTEN H. JENNINGS, A. M. (R. M. Woman's College).

MISS ELEANOR F. BLACKWELL, (Grad. R. M. Woman's College).

MISS ADA E. MAPP, (Grad. R. M. Woman's College).

MISS ELOISE RICHARDSON, A. B. (R. M. Woman's College).

MUSIC DEPARTMENT.

MISS EVA F. PIKE, B. M. (N. E. Conservatory).

MISS CLARA B. ORR, B. M. (N. E. Conservatory).

MISS DAKOTA GUERRANT.

MATRON :

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### LECTURERS FROM THE WOMAN'S COLLEGE.

PROF. F. W. MARTIN, M. S., PH. D.

*Chemistry and Physics.*

PROF. R. H. SHARP, JR., M. A.,

*Ancient Languages.*

PROF. J. L. ARMSTRONG, A. M.,

*English Language and Literature.*

PROF. C. S. PARRISH, PH. B.,

*Philosophy and Pedagogy.*

PROF. J. H. RIDDICK, JR., A. B.,

*Biology.*

PROF. CHAS. W. LANDON,

*Music.*

PROF. LOUIS SCHEHLMANN,

*Vocal Music.*



## GENERAL INFORMATION.

**History.** The corporators of the Danville College for Young Ladies, assisted by other friends of education, have presented to the Randolph-Macon Board, free from all incumbrance, the excellent buildings of that institution for the purpose of establishing an Institute for the academic education of girls and young ladies in the usual subjects of a good seminary, and to prepare those who shall be able to prosecute their education further, for advanced classes of the Randolph-Macon Woman's College. Considering that this work would be valuable in itself, and that it would constitute a logical extension of the Randolph-Macon system by providing an institution occupying a similar relation to the Woman's College, as is sustained by the Academies to the College at Ashland, the Trustees, on the 17th of June, 1897, accepted the offer, and have organized the institution with a Faculty and Course of Instruction as set forth in the following pages.

**Location.** It would be a difficult matter to select a place which is better suited to become an educational centre. Danville, Virginia—the seat of the Institute—is an old Virginia town, which has for years proved to be one of the healthiest in the State. The Atlantic coast is about two hundred miles distant, and the Blue Ridge Mountains are in full view. The railway facilities are of the best. In addition to being on the main line of the Southern Railway, Danville is the terminus of both the Atlantic & Danville and the Danville & Western Railways.

**Building.** The building is situated on upper Main street, and is in the most attractive part of the city. No one could fail to notice the large four-storied brick structure. Attractive in appearance, it is well suited for its work, and improvements are to be made during the summer which will make it a model home for young ladies. The fact that the best work can be done with the aid of comforts is recognized, and gas, hot and cold water, steam heat, and improved furniture are to be had here.

**Life.** Not claiming to do high collegiate work, the Institute must have within its walls young ladies in the formative period of their lives. Assuming that the young girl is not mature, an effort will be made to aid her in forming those habits which make her a more useful woman. There will be a time for the performance of

each duty. There are three ways of doing work—grudgingly, indifferently, cheerfully. Work is done cheerfully where there is cheerfulness in the home. The young ladies will have their reading-room and their gymnasium within the building. The literary societies will hold regular meetings. From time to time lectures will be given in the chapel. Tennis clubs will be organized, and everything that tends to make the Institute a home will be encouraged.

**Discipline.** As in all the Randolph-Macon institutions, the students are expected to do the right cheerfully, and an effort will be made to make the right so attractive that they will realize its beauty. Ninety per cent. can be led, ten per cent. *may* have to be driven. Here the ten will not be driven until it has become evident that they cannot be led. The students must realize the intense interest the teachers take in them. The greatest good can be obtained by co-operation. The right will be upheld by teachers and students.

**Religious Exercises and Advantages.** Recognizing religion as essential to proper education, the Principal and Faculty will make every effort to promote the formation and development of Christian character in the pupils committed to their charge.

While the institution will be conducted under the auspices of the M. E. Church, South, the denominational preferences of patrons and students are respected, and no proselyting influence will be allowed. The daily sessions will be opened with appropriate religious exercises in the Institute chapel.

There are churches of all the leading denominations in Danville. Pupils who board in the Institute will attend the church designated by parents or guardians, or, if none is designated, some convenient church under the care of an officer of the school. Attendance at night is optional, and is permissible only when the students go in a body under the care of the Principal or some one designated by him.

**Literary Society.** The Washington and Franklin Literary Society is organized by the young ladies of the Institute for the promotion of literary culture. The regular meetings, with their varied exercises, excite much interest, and the occasional social entertainments given by the society, to which the teachers and officers of the School and a few other guests are invited, are much enjoyed by all in attendance. The annual celebration is held at the close of the session, in connection with the Commencement exercises of the institution.

**Examinations and Reports.** Examinations are held in each class during the session. It is by the result of these chiefly, in connection with the average grade of daily recitations, that the question of advancement from one class to another is determined.

Reports are sent to patrons each five weeks, showing the average grade of daily recitations and the general deportment of the student.

Patrons will render an important service by making the reports the occasion for commendation and encouragement or admonition and advice to the student, as may seem necessary from time to time.

**Honors.** Honors in the Academic Department are of four kinds, as follows:

I. **CERTIFICATES OF DISTINCTION.**—A Certificate of Distinction is awarded to each student who attains eighty per cent. of the examination values in any class below the highest of any subject.

II. **CERTIFICATES OF GRADUATION.**—A Certificate of Graduation is awarded in any subject to each student who has satisfactorily completed the whole work of that subject.

III. **SPECIAL MENTION.**—Special mention and record is made of each student who passes all her examinations with an average of ninety-five per cent.

IV. **FULL GRADUATE.**—Each student who completes the full course of study as given in the five forms on pages 129–131 is declared to be a **GRADUATE OF RANDOLPH-MACON INSTITUTE.**

## COURSE OF INSTRUCTION.

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The Course of Instruction begins with the primary studies of Reading, Writing, Spelling, Geography and Drawing. Following these, English Grammar, History, Arithmetic, Elementary Science and Latin are taught. Algebra, Geometry, and Trigonometry in Mathematics; Analysis, Rhetoric and Outlines of Literature in English; Cicero and Vergil in Latin; French, German and additional work in Physics, Chemistry, Botany, Zoölogy and Physiology complete the student's preparation for advanced college work. In addition to these another year's work is provided for those who desire to complete their education at the Institute. Courses in Music, Elocution and Art are also offered. Physical Culture Exercises are afforded, and required of boarding students.

The subjects thus taught subsequent to the Elementary instruction are divided into five courses, each being expected to occupy one year, and are known as First Form, Second Form, etc. The student completing the Third Form is prepared to enter upon the work of the Woman's College, but it is often desirable that young students, intending to enter the Woman's College, should complete the Fourth Form at the Institute. The remaining form is designed especially for those who cannot take the full college education, but desire to complete certain subjects of the preceding courses. Students are assigned, after conference, to the forms for which they are prepared, and may take parts of different forms when unequal preparation calls for it. Many enter as high as the Third Form, but all who apply for advanced work must be prepared to show a thorough knowledge of the subjects of the preceding forms.

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### I. CLASSES AND TEXT BOOKS.

FIRST FORM.—*Orthography*: Gilbert's School Studies in Words. *Penmanship and Drawing*: Lessons by Instructors. *English*: Whitney & Lockwood's English Grammar, Selected Readings, Composition. *History*: Montgomery's History of England, Fiske's History of the United States. *Geography*: Maury's Manual. *Mathematics*:



Appleton's Numbers Applied, Brooks' New Written Arithmetic, White's School Arithmetic, Form Work. *Science*: Bert's First Lessons in Science. *Physical Culture*: Gymnasium and Drill.

SECOND FORM.—*Orthography*: Gilbert's Studies in Words. *Penmanship and Drawing*: Lessons by Instructors. *English*: Whitney's Essentials of English Grammar (adapted), Dalglish's Grammatical Analysis, Buehler's Practical Exercises in English. *Latin*: Coy's Latin Lessons, Viri Romæ. *History*: Judson's Growth of the American Nation, Coman's Growth of the English Nation. *Mathematics*: Wells' Academic Algebra, Wentworth's Elementary Algebra, Hill's First Lessons in Geometry. *Science*: Blaisdell's Physiology. *Physical Culture*: Gymnastic Drill.

THIRD FORM.—*Orthography*: Gilbert's School Studies in Words. *Penmanship and Drawing*: Lessons by Instructors. *English*: Genung's Outlines of Rhetoric, Selected Classics. *Latin*: Cæsar, Bingham's Grammar, Exercises. *History*: Myer's Ancient History, Smith's Bible History. *Mathematics*: Hall and Knight's Algebra for Colleges and Schools, Elements of Geometry. *Science*: Shaler's Elementary Geology, Gray's How Plants Grow. *Physical Culture*: Gymnastic Drill.

FOURTH FORM.—*Etymology*: Swinton's Word Analysis. *Penmanship*: Lessons by Instructor. *English*: Genung's Outlines, Pancoast's English and American Literatures, Selected Classics. *Latin*: Cæsar, Cicero's Orations, Gildersleeve's Grammar, Exercises. *Greek* (optional): White's Beginners' First Greek Book, Two Books of Xenophon's Anabasis. *German* (optional): Joynes-Meissner's Grammar, Whitney's German Reader, or Anderson's Märchen (Super), Hillern's Höher als die Kirche. *French* (optional): Chardenal's Complete Course, Super's French Reader, Daudet's Morceaux Choisis, Halevy, L'Abbe Constantin. *History*: Duruy's History of Middle Ages, Duruy's History of Modern Times. *Mathematics*: Hall and Knight's Algebra for Colleges and Schools, Phillips and Fisher's Plane Geometry. *Science*: Gage's Physics. *Physical Culture*: Gymnastic Drill.

FIFTH FORM.—*English*: Genung's Practical Rhetoric, Selections. *Latin*: Cicero's Orations, Vergil's Æneid, Gildersleeve's Grammar, Exercises. *Greek* (optional): Goodwin's Greek Grammar, Xenophon's Anabasis, Homer's Iliad. *German* (optional): Joynes-Meissner's Grammar with Lewis's Exercises, Heyse's L'Arrabiata,

Zschokke's *Der Zerbrochene Krug*, Freytag's *Der Fluch der Schönheit*, Schiller's *William Tell*, Lessing's *Minna von Barnhelm*, Heine's *Prose Selections*. *French*: Whitney's *Grammar*, Erkmann and Chatrrian's *Mad. Thérèse*, Sand's *La Mare au Diable*, Schulz's *La Neuvième de Colette*, Merimée's *Colomba*, Crane's *Tableaux de la Révolution Française*. *Philosophy* (optional): Titchener's *Primer of Psychology*. *Logic*: Davis's *Elements of Deductive Logic*. *Ethics*: Mackenzie's *Manual of Ethics*. (No parallel.) *Mathematics*: Hall and Knight's *Algebra*, Phillips and Fisher's *Solid Geometry*, Wells's *Essentials of Trigonometry*. *Science*: Remsen's *Chemistry*.

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## II. OUTLINE OF COURSES.

### I. ORTHOGRAPHY.

This subject is regarded as very important, and no student is excused from it until she has passed a satisfactory examination. The course is begun with the simplest words in the language. Careful attention is given to pronunciation and to definition. The recitations are from dictation.

TEXT-BOOKS—First and Second Years: Gilbert's *School Studies in Words*.

Third Year: Gilbert's *Graded Test Speller*.

Fourth Year: Swinton's *Word Analysis*, and Webster's or Worcester's *Academic Dictionary*.

### II. PENMANSHIP.

Lessons in Penmanship and Drawing alternate daily. Each student is required to copy from assigned exercises, with instruction from the teacher, until she has acquired a satisfactory handwriting.

### III. DRAWING.

Free-hand Drawing is taught on alternate days by the teacher of Art without extra charge.

### IV. ENGLISH.

FIRST YEAR.—A thorough study of formal grammar is begun. To secure accuracy, weekly exercises are assigned. Selections from the best English writers are used, some for analysis, but the most to infuse into the student a fondness for reading, and to give a fund of information. A knowledge of the parts of speech is presupposed.

TEXT—Whitney and Lockwood's *English Grammar*.

**SECOND YEAR.**—The study of grammar is continued in a more difficult text, and grammatical analysis is completed as a requisite to successful study of rhetoric. Exercises are given to apply the principles found in the texts ; and an extensive course of reading is assigned.

**TEXTS**—Whitney's *Essentials of English Grammar* ; Dalgleish's *Grammatical Analysis* ; Buehlers's *Practical Exercises in English*.

**THIRD YEAR.**—This year is devoted to the mastery of the elements of rhetoric. Without the practical application of the principles, in analysis and synthesis, the study of rhetoric amounts to nothing ; hence the stress of the work lies in exercises and composition. The sentence must receive especial attention as the foundation of composition, and thorough drill in it is given. As the student cannot be expected to create ideas, material is supplied from an extensive course of reading.

**TEXTS**—Genung's *Outlines of Rhetoric* ; Selections for analysis and for parallel reading.

**FOURTH YEAR.**—This course is intended to solidify the work already done. Elements of the paragraph and the essay are given further study, and rhetorical analysis is exemplified in selections from English Classics. At the same time outlines of English and American literature are learned, that the student may have an idea of the order and the rank of the principal authors.

**TEXTS**—Genung's *Outlines* ; Pearson's *Freshman Composition* ; Pancoasts' *American Literature* ; Pancoast's *English Literature* ; Selected Classics.

**FIFTH YEAR.**—The aim in this year is to give those who do not expect to attend College some idea of paragraph and essay form and as much practice in composition as the time will permit.

**TEXTS**—Genung's *Practical Rhetoric* ; Selections for analysis and for parallel reading.

## V. LATIN.

The foundation of language culture is laid in Latin. In the lower classes a thorough knowledge of the forms and of the elements of Syntax is given, accompanied by easy translation. As the students advance, they are drilled in Syntax and in analysis of texts read. A prominent place is given to the rendering of English into Latin. There are five classes.

**FIRST YEAR.**—Thorough study of Forms. Oral translation and written exercises.

**TEXT-BOOKS**—Coy's *Latin Lessons* ; Whicher's *Viri Romæ*.

**SECOND YEAR.**—Continued study of Forms. Syntax of the Simple Sentence. Translation and Exercises.

TEXT-BOOKS—Bingham's Grammar; Caesar.

**THIRD YEAR.**—Review of Forms. Syntax of the Compound Sentence. Translation and Exercises.

TEXT-BOOKS—Gildersleeve's Grammar and Exercise Book; Caesar and Cicero's Orations.

**FOURTH YEAR.**—Comprehensive review of Syntax. Translation and Exercises.

TEXT-BOOKS—Gildersleeve's Grammar and Exercise Book; Cicero's Orations and Vergil's *Æneid*.

## VI. GREEK.

Greek may be studied as a substitute for French or German.

**FIRST YEAR.**—Study of the Grammar with written Exercises. The reading of easy Greek begun during the second term.

TEXT-BOOKS—White's Beginner's First Greek Book; Xenophon's *Anabasis*.

**SECOND YEAR.**—Continued study of the Grammar. Written Exercises. Reading of easy Prose and Poetry.

TEXT-BOOKS—Xenophon's *Anabasis*, completed; Homer's *Iliad*.

## VII. GERMAN.

**FIRST YEAR.**—In this year, after sufficient preliminary drill in pronunciation, thorough instruction will be given in elementary grammar, and easy selections from modern prose authors will be read. The grammatical instruction of this year will aim to give familiarity with the rudiments of grammar, especially the following: the declension of articles, adjectives, pronouns, and such nouns as are readily classified; the conjugation of weak and the more usual strong verbs; the commoner prepositions; the simpler uses of the modal auxiliaries, the rules of syntax and word order.

TEXTS—Joynes-Meissner's Grammar; Whitney's German Reader or Anderson's *Märchen* (Super); Hillern, *Höher als die Kirche*.

**SECOND YEAR.**—In this year, while the drill in grammatical forms will be steadily kept up, the reading pace will be quickened, and facility and accuracy of translation sought by means of copious reading of modern German.

TEXTS—Joynes-Meissner's Grammar with Lewis's Exercises; Heyse, *L'Arrabiata*; Zschokke, *Der Zerbrochene Krug*; Freytag, *Der Fluch der Schönheit*; Schiller, *William Tell*; Lessing, *Minna von Barnhelm*; Heine's Prose Selections.



## VIII. FRENCH.

FIRST YEAR.—The work of the first year will be directed toward the acquirement of a good pronunciation and a fair working vocabulary, and to the mastery of grammatical essentials. These essentials will include: the conjugation of regular and of the most common irregular verbs; the forms and positions of the personal pronouns; the uses of other pronouns; the uses of possessive, demonstrative, and interrogative adjectives; the inflection of nouns and adjectives for gender and number; the uses of the articles; of partitive construction. Concurrently with this grammatical work the student will read not less than two hundred pages of modern French.

TEXTS—Chardenal's Complete Course; Super's French Reader; Daudet's "Morceaux Choisis;" Halevy, "L'Abbé Constantin."

SECOND YEAR.—In this year the student will be expected to fill in the outlines of the work of the first year and to acquire a more accurate and facile reading acquaintance with the language. In addition to a thorough knowledge of accidence and the values of prepositions and conjunctions, she must have familiarity with the essentials of French syntax—especially the use of moods and tenses—and with the more frequently recurring idiomatic phrases, and must read from standard modern authors not less than four hundred pages.

TEXTS—Whitney's Grammar; Erckmann & Chatrian, *Mad. Thérèse*; Sand, *La Mare au Diable*; Schulz, *La Neuvaïne de Colette*; Merimée, *Colomba*; Crane, *Tableaux de la Révolution Française*.

## IX. HISTORY.

In addition to preparing students to enter college, the course in history has in view a two-fold object. It would impart such a knowledge of the events of the past and the lines along which our civilization has developed as is necessary for all educated persons; and it would arouse an interest in the subject and indicate the best methods by which an intelligent reader may gratify this interest, even when lacking the assistance of an instructor. Each class recites five times a week and reports fortnightly on additional reading, which is prescribed by the instructor.

First Year—(a) Montgomery's History of England, (b) Fiske's History of United States.

Second Year—(a) Judson's Growth of the American Nation, (b) Coman's Growth of the English Nation.

Third Year—(a) Myer's Ancient History, (b) Smith's Bible History.

Fourth Year—(a) Duruy's History of Middle Ages, (b) Duruy's History of Modern Times.

## X. MENTAL AND MORAL PHILOSOPHY.

This course is designed for advanced students who do not expect to go on to college. Psychology, Logic and Ethics are taught.

TEXT-BOOKS—Titchener's Primer of Psychology, Davis' Elements of Deductive Logic, Mackenzie's Manual of Ethics (without parallel).

## XI. MATHEMATICS.

The aim of this work is, primarily, to develop in the students the power and habit of original thought, to accustom them to original construction and invention, to impart habits of accurate observation and to develop as much as possible the ability to concentrate the attention and to reason logically. Secondly, the aim is to familiarize the student with some of the simpler mathematical disciplines. The courses in Algebra and Geometry are kept parallel in order that as long a time as possible may be afforded for the operation of each form of training.

FIRST FORM.—(a) *Arithmetic*: A thorough review of the subject, emphasizing the *reasons* for all the various processes taught and giving a fuller knowledge of Common and Decimal Fractions and the Percentages. This work presupposes primary training in which the elements of Arithmetic have been thoroughly taught.

(b) *Form Work*: Lines, Surfaces and Solids are taught concretely and inventional work in drawing, cutting, modeling, &c., together with simple problems based on the truth taught, are given. The class meets five times a week.

TEXT-BOOKS—Appleton's Numbers Applied; Brook's New Written Arithmetic; White's School Arithmetic.

SECOND FORM.—(a) *Algebra*: Simple Problems, making an easy transition from arithmetical to algebraic notation, and illustrating the simpler forms of the Equation; the Fundamental Operations with Equation and Problems involving each; Simple Equations not involving Fractions; Factoring; Greatest Common Divisor; Least Common Multiple; Fractions; Fractional Equations; Simultaneous Equations. The Equation of the First Degree and its use in the solution of equations is the objective point of this work.

(b) *Concrete Geometry*: Definitions of the geometrical forms are developed from the forms themselves, and much inventional work is done. Concrete problems are given for solution, and the truth of many of the simpler theorems is found by experiment. Toward the end of the course, the pupils are gradually introduced to formal demonstration. The class meets five times a week.

TEXT-BOOKS—Wells' Academic Algebra, supplemented by Wentworth's Elementary Algebra; Hill's First Lessons in Geometry.

THIRD FORM.—(a) *Algebra*: The work of the preceding year is reviewed from a higher standpoint. Difficult examples and problems are assigned from a variety of text-books and complete practical mastery of the Equation and all the processes involved in it is sought. In addition to this, Involution, Evolution, Radicals and Quadratic Equation Involving One Unknown Quantity are taught.

(b) *Geometry*: A course of Plane Geometry, including the fundamental theorems and problems, is given by means of development work on the part of the teacher and original demonstrations and solutions on the part of the pupil. No text-book is used. The class meets five times a week.

TEXT-BOOK—Hall and Knight's Algebra for Colleges and Schools.

FOURTH FORM.—(a) *Algebra*: Radicals, Theory of Indices, Simultaneous Quadratics, Theory of Quadratic Equations, Ratio, Proportion, Variation, Arithmetical, Geometrical and Harmonical Progression, Logarithms and the Binomial Theorem.

(b) *Geometry*: A good text-book in Plane Geometry is read and much original work based on this is given. The original work should be *at least* one-half of the whole. The class meets five times a week.

TEXT-BOOKS—Hall and Knight's Algebra for Colleges and Schools; Phillips and Fisher's Plane Geometry.

FIFTH FORM.—(a) Higher Algebra. (b) Solid Geometry and Plane Trigonometry.

TEXT-BOOKS—Hall and Knight's Algebra; Phillips and Fisher's Solid Geometry; Wells' Essentials of Trigonometry.

## XII. SCIENCE.

The course of instruction in this subject is arranged with a view to affording the student an intelligent acquaintance with the various phenomena of nature and also to develop her power and habits of obser-

vation. These results cannot be accomplished by merely studying a text-book, but it is very necessary that the student herself work in the laboratory, and accordingly apparatus will be supplied, so that this practical work can be done. The classes taught are arranged as follows:

FIRST YEAR.—Bert's First Lessons in Science.

SECOND YEAR.—Blaisdell's Physiology.

THIRD YEAR.—Shaler's Elementary Geology, Gray's 'How Plants Grow.'

FOURTH YEAR.—Gage's Physics.

FIFTH YEAR.—Remsen's Chemistry.

### XIII. MUSICAL DEPARTMENT.

This Department of the Institute, conducted under the supervision of Prof. Chas. W. Landon of the Woman's College, affords superior advantages for the study of Music—Instrumental, Vocal and Theoretical—either exclusively or with other studies.

It is the aim of those having it in charge to arrange the course of study with a view to maintaining a high standard of musical taste, and to give each student a thorough knowledge of all branches undertaken, rather than, as is too frequently the case, a superficial knowledge of a few pieces of music.

Facilities are afforded for practicing, the institution being well supplied with instruments of the best manufacture, and each student taking piano is required to practice  $1\frac{1}{2}$  hours daily. The instruction is according to the latest and very best methods.

#### PIANO-FORTE.

In the study of this instrument, particular attention is paid to the development of a truly musical touch. Careful consideration is given to every detail of Technique.

While no pains will be spared to make the student familiar with the works of the best modern composers, it will at the same time be the endeavor of the teachers in charge of this department to cultivate a true appreciation of the productions of Bach, Mozart Haydn, Beethoven, Chopin, Mendelssohn, and other composers of high rank. A judicious amount of pleasing music is allowed as a means of recreation and encouragement.

Students acquiring a certain proficiency are required to make special preparation for appearance in public, thus cultivating self-possession



and ease before an audience, an important requisite for all those who aim at perfection. Distinctions are awarded in the courses of music as in other subjects.

#### THEORY OF MUSIC AND COMPOSITION.

Pupils are advised to undertake this study, as by a knowledge of it much time may be saved in the practice of Vocal and Instrumental Music, such knowledge insuring facility in reading at sight. Great care is taken to have a practical application of each principle made upon its presentation.

#### VOCAL MUSIC.

The instruction in Voice-Culture is according to the Italian method, and embraces careful training in the control of the breath, and in the production of a pure tone and distinct pronunciation.

Practice is given in the best English, German, Italian and French songs, and in Opera and Oratorio selections for expression and cultivation of style.

#### XIV. ELOCUTION.

We provide two courses in this department, one in class work, and the other private lessons ; we strongly urge that both courses be pursued, for we find that the pupil advances much more rapidly when this is done.

No text-book is used. Dictation will be given and there will be weekly drills in articulation, gesture, and vocal exercises. The proper use of the lungs will be taught, and the best methods of tone production. Copious exercises will be given in all the forms of dialogue and dramatic reading, as well as simpler ones relating to elementary studies in Pitch, Rate, Force, Stress, Quality and Inflection. Above all, the teacher urges that the work be done from the heart and brain, and not in a merely mechanical way, and the student is taught that, in this art, she should constantly strive to develop herself and not allow her powers to be dwarfed by imitation of another's style.

#### XV. ART DEPARTMENT.

This department will be taught by an exceptionally talented graduate of the Art Department of the Woman's College, who has added a year of special preparation for this work. Combined with this talent, she possesses also the qualities of a successful teacher, and will give

thorough and helpful instruction in the various branches of Art. The Art Room is well ventilated and lighted and supplied with models and necessary furniture.

#### XVI. PHYSICAL CULTURE.

No wise educator will attempt to train and cultivate the mind, without, at the same time, making some provision for the training and development of the physical powers of the student. This physical culture is now regarded as a most essential element of education, as it not only gives to the body a healthy and vigorous growth, which is so necessary to the best mental work, but also imparts grace and elegance to the carriage and all the movements of the person. Every student is urged to take advantage of the scientific and systematic course of Physical Culture that is provided. It is required of boarders unless prevented by special reason.

## MISCELLANEOUS ANNOUNCEMENTS.

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**Domestic Arrangements.** The students and teachers form one household. Every needed attention will be given to the health and comfort of students, and they may be assured of receiving that counsel and sympathy which their circumstances require.

The entire school, faculty and students, eat from the same tables at the same time.

All the exercises of the institution and all the boarding arrangements are under one roof. Thus the young ladies are never subject to exposure in bad weather in attending to their several duties.

In case of sickness pupils will receive the most careful attention, and every available means will be used to promote their restoration to health. Patrons will be promptly notified of the facts by mail or telegraph when necessary. In the absence of such notification from the Principal, they may rest assured there is no cause for uneasiness.

**Regulations.** Experience has proved that young ladies cannot properly study and go into society at the same time. Those are generally the best students who make and receive the fewest calls. Under ordinary circumstances visitors will not be received by pupils during school or study hours, nor on Sunday. Without written instructions from parents or guardians, subject in all cases to the discretion of the Principal, boarding pupils are not allowed to make visits, nor to receive attention from gentlemen nor to correspond with them. This regulation is in force from the time the pupil enters the Institute building, or care of the Principal, until she is on board the cars for home, or under the care of parents or guardian, or some duly authorized representative, when the responsibility of the Principal ceases. Social questions are of so delicate and difficult a nature that the Principal cannot undertake to decide them; and he cannot assume the responsibility of guarding from objectional influences pupils passing beyond his supervision.

Boarding pupils when leaving the Institute grounds will be attended by a teacher or officer of the School. They are not permitted to spend the night out of the Institute.

Each article of clothing must be plainly marked in writing with the owner's name in full.

The dormitories will be inspected daily. It is required that they be kept in order by the occupants with the assistance of the servants. This easy requirement secures to pupils a training invaluable as an aid toward the formation of habits of neatness and order so useful in after life.

Each table in the dining-room will be presided over by one or more officers or teachers.

Each pupil should be provided with overshoes, umbrella and gossamer.

Communications from parents or guardians in reference to pupils should be made directly to the Principal.



## CHARGES PER TERM OR HALF SESSION.

### PAYABLE IN ADVANCE.

#### FOR DAY STUDENTS.

Preparatory Department.....	\$ 15 00
Academic Department.....	25 00
Instrumental Music (Advanced).....	25 00
Instrumental Music (Elementary).....	15 00
Vocal Music.....	25 00

#### FOR BOARDING STUDENTS.

Board (including fuel, washing, lights, etc.) and tuition in Academic Department*.....	\$100 00
Music.....	25 00

#### FOR EITHER DAY OR BOARDING STUDENTS.

Singing Class.....	\$ 5 00
Harmony and Theory of Music, in class.....	7 50
Use of Piano or Organ 1½ hours daily.....	5 00
Elocution, in class.....	5 00
Elocution, private lessons.....	15 00
Physical Culture.....	5 00
Drawing.....	10 00
Painting.....	20 00

Students in Primary Department will be charged \$5.00 per term for one additional study in the Academic Department. Students having two such studies belong regularly in that department.

A deposit of \$5 to \$10 should be made for books and stationery. This is held subject to the student's order. To reduce this expense as much as possible, the student should bring with her all the books she may have that are likely to be of use.

As at all Randolph-Macon institutions, the tuition fee in the literary department is remitted to ministers of the two contributing conferences.

The proportionate part of board paid will be refunded when students leave through necessity, or at our instance.

Should a student leave without good cause, the Institute reserves the right to refuse any re-imbursement of fees.

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\* When payments in full are made within the first week of each term the charge for the second term is \$75.00. The entire cost of board and literary tuition will thus be reduced to \$175.

No deduction is made for time lost, except in case of protracted illness of the pupil while absent from Institute, or continued absence due to other providential causes. The extra care, attention and expense involved in case of sickness in the Institute, for which no extra charge is made, are generally not adequately provided for even by the regular charges.

The dormitories are arranged and furnished for two young ladies in each, and under ordinary circumstances it is expected that no young lady will room alone. If in any case it becomes necessary to depart from this rule, a charge of \$15 per session of nine months will be made for use of the room.

Pupils are liable for special damages to furniture or building other than ordinary wear.

The Principal cannot make advances of money for books, stationery, express charges, and other incidental expenses.

☞ Each student should bring with her sheets, blankets, a counterpane, pillow-cases and towels.

☞ Students will be met at the depot. Those arriving in Danville on the trains from Lynchburg or Richmond should cross to the south side of the river before leaving the cars. Street cars leave the depot at intervals of a few minutes throughout the day from 6 a. m. until 10 p. m. and run directly to the Institute.

☞ For catalogues and further information, apply to

WILLIAM HOLMES DAVIS, PRINCIPAL,

*Danville, Va.*

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## CALENDAR.

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For program of Joint Commencement Exercises of the Randolph-Macon System, June 6-9, 1898, see last page.

FOR SESSION OF 1898-1899:

Session begins, Thursday, September 8th, 1898.

Second Term begins, Wednesday, January 25th, 1899.

Session ends, Wednesday, June 14th, 1899.

JOINT COMMENCEMENT EXERCISES  
OF THE  
**Randolph-Macon System of Colleges and Academies,**  
AT LYNCHBURG, VA.,

MONDAY, JUNE 6TH, TO THURSDAY, JUNE 9TH,  
1898.

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**MONDAY.**

8.30 to 10.30 P. M.—Reception at Woman's College. Address of Welcome, responses, &c.

**TUESDAY.**

9.30 A. M.—Auditorium, Church street. Competitive Recitations, Declamations, Elocutionary Readings, Addresses and Orations by Students of the five Institutions.

3.30 P. M.—Field-day. Ball grounds on Rivermont line. Athletic Contests, Running, Vaulting, Throwing, &c.

8.30 P. M.—Opera House. Concert by Students of Randolph-Macon Woman's College and Danville Institute.

**WEDNESDAY.**

9.30 A. M.—Auditorium. Class-day Exercises by the Graduating Classes of the two Colleges. Alumni Anniversary Address by Hon. Chas. W. Tillett, of North Carolina.

4.00 P. M.—Ball Grounds. Base-ball Match Game between the two Academies.

8.00 P. M.—Auditorium. Annual Celebration of the Franklin Literary Society. Representatives of the Society, as organized in each Institution, will participate.

9.30 P. M.—Alumni Banquet.

**THURSDAY.**

9.30 A. M.—Auditorium. Award of Distinctions, Diplomas, Degrees, Prizes and other College honors. Address by Bishop John H. Vincent, of Kansas.

4.00 P. M.—Ball Grounds. Base-ball Match, Academies vs. College.

8.00 P. M.—Auditorium. Annual Celebration of the Washington Literary Society. Representatives of the Societies, as organized at each Institution, will participate. Address by Rev. E. E. Hoss, D. D.

THE  
Randolph-Macon System  
OF  
Colleges and Academies.

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**I. FOR MEN.**

1. RANDOLPH-MACON COLLEGE,  
ASHLAND VA.  
Chartered 1830. Opened 1832.
2. RANDOLPH-MACON ACADEMY,  
BEDFORD CITY, VA.  
Opened 1890.
3. RANDOLPH-MACON ACADEMY,  
FRONT ROYAL, VA.  
Opened 1892.

**II. FOR WOMEN.**

1. RANDOLPH-MACON WOMAN'S COLLEGE,  
LYNCHBURG, VA.  
Opened 1893.
  2. RANDOLPH-MACON INSTITUTE,  
DANVILLE, VA.  
Opened 1897.
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CATALOGUE FOR 1898-1899.  
ANNOUNCEMENTS FOR 1899-1900.

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LYNCHBURG, VA.:  
J. P. BELL COMPANY, BOOK AND JOB PRINTERS.  
1899.





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# THE RANDOLPH-MACON SYSTEM.

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THE RANDOLPH-MACON SYSTEM of Colleges and Academies comprises now five members, offering secondary and collegiate instruction to both sexes, but in separate institutions. Those for young men and boys are: (1) Randolph-Macon College, at Ashland, Va., chartered in 1830; (2) Randolph-Macon Academy, at Bedford City, Va., established in 1890; (3) Randolph-Macon Academy, at Front Royal, Va., established in 1892. Those for young women and girls are: Randolph-Macon Woman's College, at Lynchburg, Va., established in 1893; and Randolph-Macon Institute, Danville, Va., admitted 1897.

These five institutions are owned by one self-perpetuating Board of Trustees, chartered by the State of Virginia, which has been entrusted by public-spirited Christian men and women with nearly three-quarters of a million dollars for the purpose of providing the best facilities for the education of young men and women under Christian influences. It is not sought or desired to influence the denominational preferences of students, but the officers in charge consider themselves under obligations to conform to the moral standards and religious usages of the Methodist Episcopal Church, South, under whose auspices the institutions were established. These schools and colleges are the contribution of members of that Church and of other patrons of Christian education who have confidence in its administration of such trusts, to the uplifting of the world by this means. The work is entirely benevolent. There are no stockholders, nor are the executive officers financially interested. The funds contributed for the purpose are applied to the best advantage for the making of noble men and women, and not to make money for any one. Any surplus of receipts is at once applied to improving the facilities or enlarging the corps of instructors.

The organization of these separate institutions into one system is designed to secure certain definite advantages.

## **Saving Time.**

*First*, The close correlation of the courses of the Academies with those of the College and of the Institute with those of the Woman's College should result in a distinct economy of time, and hence of expense to the student. It should



naturally result that school and college working in thorough harmony with each other, belonging indeed to one Board and under the supervision of one general officer, should more certainly make their work continuous and apply labor with less waste than where separate ends and ideals are proposed and independent courses are offered.

**Economy and  
Permanence.**

*Secondly*, The combination of resources resulting from the ownership of the five institutions by one Board secures abundant financial facilities, commanding the best prices and largest discounts. The responsibility of the Board as a chartered corporation being undoubted, and the permanence of its general work being assured, confidence follows all its undertakings and strength is given each institution. In educational work it is especially desirable that parents and students be assured of the *permanence* of the institutions which they are invited to patronize and whose influence may become important to them.

**Opportunity  
for Selecting  
Teachers.**

*Thirdly*, For the preceding reasons and others which might be named positions in the System are specially attractive to teachers, and choice men are at all times available for the teaching corps. In most cases of teachers selected for the Academies and Institute, those chosen have been for years under the instruction of our own College faculties and are known to us personally and intimately. Testimonials are proverbially of little worth, and nothing less than constant and long continued contact with the developing student will enable one to select the capable teacher.

**Experienced  
Supervision.**

*Fourthly*, Experienced supervision is secured in having a Board in charge that has conducted such work for over sixty years and from the continuous counsel and supervision of the Chancellor of the System and his special services for the special need of any institution.

These advantages of correlation aimed at, and to a degree at least realized, in the Randolph-Macon System are added to the individual excellencies of the several institutions as presented in the following pages.

## GIFTS AND LEGACIES.

We gratefully acknowledge the following gifts for our work during the fiscal year, June 1, 1898-1899:

## I. For Randolph-Macon College, Ashland, Va.

- MRS. EMMA LEE VAUGHAN, Hanover county, Va., \$25,000 to found *The I. N. Vaughan Loan and Aid Fund*, to aid young men without means to secure a college education.
- MRS. EMMA LEE VAUGHAN, Hanover county, Va., \$10,000 towards the founding of the *Chair of History and Economics* in Randolph-Macon College, Ashland, Va.
- MRS. EMMA LEE VAUGHAN, Hanover county, Va., apparatus for Biological Laboratory.
- S. W. TRAVERS, ESQ., Richmond, Va., \$100 toward the Library of Randolph-Macon College, Ashland, Va.
- REV. J. L. SPENCER, Virginia Conference, bequest of Library to Randolph-Macon College, Ashland, Va.
- UNITED STATES GOVERNMENT, Washington, D. C., donation of Government publications, etc.
- PRINCETON UNIVERSITY, New Jersey, Princeton Sesquicentennial Volume.
- KINGSWOOD SCHOOL, England, Memorial Volume.
- REV. JAMES CANNON, JR., Blackstone, Va., a fund to establish *The Bennett Memorial Historical Library* and *The Bennett Memorial Historical Medal*, in memory of Rev. W. W. Bennett, D. D., President of the College from 1877 to 1886. The medal will be awarded annually to the student who presents the best historical essay on some subject assigned by the Professor of History.

## II. For Randolph-Macon Woman's College, Lynchburg, Va.

- MAX GUGGENHEIMER, ESQ., for Library, \$100.
- JOHN B. WINFREE, ESQ., valuable books for Library, 106 volumes.
- MRS. M. J. T. SAUNDERS, for Library, \$25.
- MISS MELISSA BAKER, Baltimore, Md., legacy for aid of students, \$5,000.
- E. C. GLASS, ESQ., Supt. Schools, Lynchburg, scholarship for City High School.
- E. M. TILLEY, ESQ., Berkley, double scholarship for Berkley High School graduate.
- DR. ROLFE MILLAR, ESQ., Front Royal, Va., a perpetual scholarship in the name of his mother, Mrs. Susan Randolph Millar.
- UNITED STATES GOVERNMENT, through Hon. P. J. Otey, M. C., full set of Government publications.

### III. For Randolph-Macon Academy, Front Royal, Va.

GEORGE R. HILL, Esq., Alexandria, for general purposes, \$680.

DR. M. L. GARRISON, to fit up reading-room, \$100.

UNITED STATES GOVERNMENT, through Hon. James Hay, valuable Government publications.

### IV. For Randolph-Macon Institute, Danville, Va.

From a visiting party of friends, 115 books for Library.

The usefulness of the Randolph-Macon System could be greatly increased if larger means were at the disposal of the Board of Trustees. The years 1899 and 1900 closing the century have been chosen by many organizations as a time for special appeal for the enlargement and strengthening of educational institutions. Sixty-eight years of successful administration has, we trust, established the Randolph-Macon Board of Trustees in the public confidence, and the soundness of the educational work done under its direction has made Randolph-Macon an honorable and valuable name.

Being prepared to attract students and to apply resources to great advantage we therefore solicit the benefactions of philanthropists for the system of educational institutions under our direction.

#### FORM OF LEGACY.

"I give and bequeath to the Trustees of Randolph-Macon College, Ashland, Va., ————— dollars for the benefit of the Colleges and Academies under their control."

## BOARD OF TRUSTEES.

PPRESIDENT—BISHOP JNO. C. GRANBERY, D. D.

FIRST VICE-PRESIDENT—REV. R. N. SLEDD, D. D.\*

SECOND VICE-PRESIDENT—REV. S. K. COX, D. D.

RECORDING SECRETARY—REV. S. S. LAMBETH, D. D.

	ELECTED
RICHARD IRBY.....	Ashland, Va..... 1854
BISHOP JOHN C. GRANBERY.....	Ashland, Va..... 1865
REV. ALEX. G. BROWN, D. D.....	Ashland, Va..... 1871
BISHOP ALPHEUS W. WILSON.....	Baltimore, Md..... 1871
REV. WILLIAM W. WALKER.....	Oldham's Cross Roads, Va..... 1871
REV. PAUL WHITEHEAD, D. D.....	Lynchburg, Va..... 1875
JAMES B. PACE.....	Richmond, Va..... 1876
*REV. R. N. SLEDD, D. D.....	Danville, Va..... 1877
LEROY S. EDWARDS.....	Richmond, Va..... 1877
RICHARD B. DAVIS.....	Petersburg, Va..... 1877
REV. JOHN J. LAFFERTY, D. L.....	Crozet, Va..... 1879
REV. P. H. WHISNER, D. D.....	Louisville, Ky..... 1879
REV. J. S. HUTCHINSON.....	Arlington, Md..... 1882
REV. S. K. COX, D. D.....	Winchester, Va..... 1882
REV. W. E. JUDKINS, D. D.....	Ashland, Va..... 1883
JOHN P. BRANCH.....	Richmond, Va..... 1883
C. V. WINFREE.....	Lynchburg, Va..... 1883
WILBUR J. KILBY.....	Suffolk, Va..... 1883
E. S. CONRAD.....	Harrisonburg, Va..... 1885
P. V. D. CONWAY.....	Fredericksburg, Va..... 1886
REV. J. LESTER SHIPLEY.....	Gardenville, Md..... 1887
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A. S. BUFORD.....	Richmond, Va..... 1888
E. D. NEWMAN.....	Woodstock, Va..... 1888
REV. J. P. GARLAND, D. D.....	Richmond, Va..... 1891
F. H. CHALMERS.....	Salem, Va..... 1891
REV. B. F. LIPSCOMB.....	Newport News, Va..... 1892
REV. J. W. DUFFEY.....	Washington, D. C..... 1892
G. R. HILL.....	Alexandria, Va..... 1892
E. E. JACKSON.....	Salisbury, Md..... 1892

\* Deceased, May 15th, 1899.



## ELECTED

REV. W. E. EDWARDS, D. D.....	Charlottesville, Va.....	1894
R. W. PEATROSS.....	Danville, Va.....	1894
GEO. B. FINCH.....	Boydton, Va.....	1894
REV. J. E. ARMSTRONG.....	Staunton, Va.....	1895
REV. DAVID BUSH.....	Salem, Va.....	1895
ROBT. MAGRUDER.....	Arlington, Md.....	1895
GEO. L. NEVILLE.....	Portsmouth, Va.....	1896
REV. W. G. STARR, D. D.....	Richmond, Va.....	1896
REV. J. C. REED.....	Manchester, Va.....	1897
JOS. E. WILLARD.....	Fairfax, Va.....	1898

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## STANDING COMMITTEES.

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### Finance Committee.

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REV. J. S. HUTCHINSON.	REV. B. F. LIPSCOMB.
GEORGE L. NEVILLE, ESQ.	REV. DAVID BUSH.

### Grounds and Buildings.

REV. J. LESTER SHIPLEY.	JUDGE W. J. KILBY.
R. W. PEATROSS, ESQ.	

### Library.

BISHOP J. C. GRANBERY.	REV. S. K. COX, D. D.
RICHARD IRBY, ESQ.	

### Course of Instruction.

REV. PAUL WHITEHEAD, D. D.	REV. RICHARD FERGUSON.
REV. J. E. ARMSTRONG.	REV. W. E. EDWARDS, D. D.
F. H. CHALMERS, ESQ.	

## EXECUTIVE COMMITTEES.

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 Randolph-Macon College, Ashland, Va.

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## Randolph-Macon Woman's College, Lynchburg, Va.

C. V. WINFREE, ESQ.	REV. J. S. HUTCHINSON.
REV. J. P. GARLAND, D. D.	CHANCELLOR WM. W. SMITH, <i>ex-officio</i> .

## Randolph-Macon Academy, Bedford City, Va.

F. H. CHALMERS, ESQ.	GEO. L. NEVILLE, ESQ.
REV. J. C. REED.	

## Randolph-Macon Academy, Front Royal, Va.

JUDGE E. D. NEWMAN.	REV. J. L. SHIPLEY.
GEORGE R. HILL, ESQ.	

## Randolph-Macon Institute, Danville, Va.

REV. W. E. EDWARDS, D. D.	REV. B. F. LIPSCOMB.
R. W. PEATROSS, ESQ.	

 Randolph-Macon Woman's College, Lynchburg, Va., Building  
and Endowment Committee.

GEO. M. JONES, ESQ.	R. H. T. ADAMS, ESQ.
J. W. WATTS, ESQ.	J. P. PETTYJOHN, ESQ.
CHANCELLOR W. W. SMITH.	

## EXECUTIVE OFFICERS.

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WM. W. SMITH, A. M., LL. D.,  
*Chancellor R.-M. System.*

REV. JNO. A. KERN, D. D.,  
*President R.-M. College.*

F. W. MARTIN, M. S., PH. D.,  
*Vice-Prest. R.-M. Woman's College.*

E. S. SMITH,  
*Principal R.-M. Academy, Bedford City.*

C. L. MELTON,  
*Vice-Principal R.-M. Academy, Front Royal.*

WM. HOLMES DAVIS, A. B.,  
*Principal R.-M. Institute.*

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## SUMMARY OF OFFICERS AND STUDENTS.

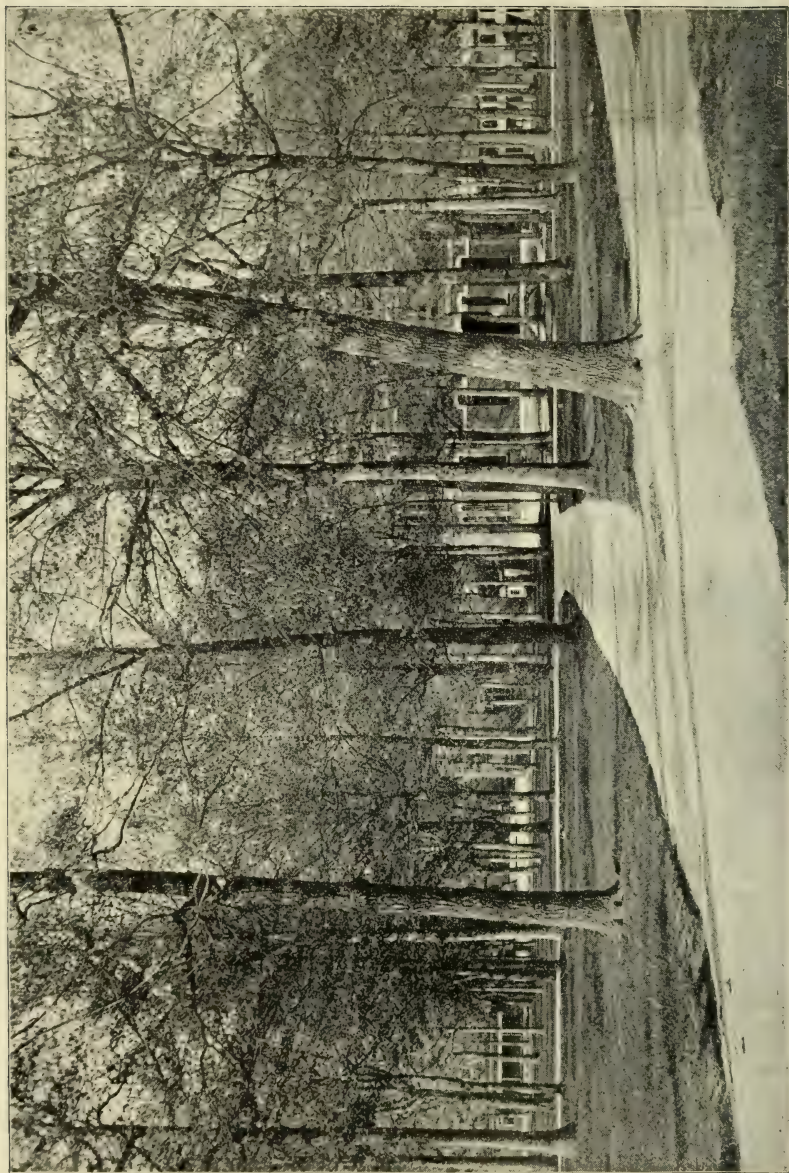
Officers of instruction and administration.....	54
Students.....	613

From twenty-one States and countries.

[For details see sections devoted to the several institutions.]







VIEW OF CAMPUS OF RANDOLPH-MACON COLLEGE, ASHLAND, 1896.

# CATALOGUE

OF

## Randolph-Macon College

ASHLAND, VA.

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*SIXTY-SEVENTH SESSION.*

1898-1899.

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ANNOUNCEMENTS FOR

1899-1900.

OFFICERS  
OF THE  
SOCIETY OF ALUMNI  
OF  
RANDOLPH-MACON COLLEGE.

1898-1899.

---

JUDGE WILLIAM E. HOMES, Boynton, Va., *President*.

PROF. J. L. ARMSTRONG, Lynchburg, Va., *First Vice-President*.

REV. ERNEST STEVENS, Culpeper, Va., *Second Vice-President*.

DR. EDWIN W. BOWEN, Ashland, Va., *Secretary and Treasurer*.

PROF. ROYALL B. SMITHEY, Ashland, Va., *Recording Secretary*.

JUDGE E. D. NEWMAN, Woodstock, Va., *Orator*.

REV. G. W. DYER, Chicago, Ill., *Alternate*.

## OFFICERS OF INSTRUCTION AND ADMINISTRATION.

---

JOHN A. KERN, D. D.,  
*President.*

ROBERT EMORY BLACKWELL, A. M.,  
*Professor of English and French.*

ROYALL BASCOM SMITHEY, A. M.,  
*Professor of Pure and Applied Mathematics.*

JOHN A. KERN, D. D.,  
*Professor of Moral Philosophy and the English Bible.*

ARTHUR C. WIGHTMAN, M. A., PH. D.,  
*Adjunct Professor of Biology and Physics.*

EDWIN WINFIELD BOWEN, A. M., PH. D.,  
*Professor of Latin.*

DE LA WARR B. EASTER, A. M.,  
*Adjunct Professor of Greek and German.*

CHARLES DABNEY RAGLAND, A. M., PH. D.,  
*Professor of Chemistry and Geology.*

\* —————  
*Professor of History and Economics.*

BISHOP J. C. GRANBERY, A. M., D. D.,  
*Lecturer on Homiletics and Pastoral Theology.*

R. H. SHEPPE, A. B.,  
*Instructor in English.*

T. M. CAMPBELL,  
*Instructor in Latin.*

G. B. LAWSON,  
*Director of the Department of Physical Culture.*

RICHARD IRBY,  
*Secretary and Treasurer.*

D. S. ELLIS, M. D.,  
*College Physician.*

REV. W. H. ATWILL,  
*Chaplain.*

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\*To be elected.



## MATRICULATES.

1898-99.

WITH NUMBER OF SESSIONS ATTENDED.

NAME.	ADDRESS.	STATE.	
Allen, Joseph Marvin.....	Wakefield .....	Virginia	3
Anderson, Dice Robins.....	Saluda.....	Virginia	2
Atwill, Robert Bailey.....	Ashland.....	Virginia	1
Baker, Harvie Smith.....	Suffolk.....	Virginia	1
Balthis, Jos. Hendrickson.....	New Market.....	Maryland	3
Bell, George Mann.....	Lynchburg.....	Virginia	1
Bibb, William Chew.....	Louisa.....	Virginia	1
*Blanchard, William Martin, A. M.....	Hertford.....	North Carolina	
Bradford, John Jefferson.....	Grangeville.....	Virginia	1
Brannin, James Marvin... ..	Kelly's Ford.....	Virginia	1
Bringhurst, Newton Taliafero.....	Alexandria.....	Louisiana	2
Brubaker, Edwin Walter.....	Marksville.....	Virginia	3
Burge, William Edward.....	Mineral.....	Virginia	1
Burruss, Harry William.....	Baltimore.....	Maryland	4
Campbell, Fletcher Cowles, A. B....	Ashland.....	Virginia	4
Campbell, Thomas Moody.....	Ashland.....	Virginia	4
*Canter, Hall, A. M.....	Baltimore.....	Maryland	
Carter, Clarence Minor.....	Ashland.....	Virginia	2
Carter, Warner Peatross.....	Danville.....	Virginia	2
Clements, David Alday.....	Crumpton.....	Maryland	2
Cornett, Glenn Copenhaver.....	Fairy.....	Virginia	3
Cralle, Alphonzo Augustus.....	Kilmarnock.....	Virginia	1
Crute, Charles Bledsoe.....	Farmville.....	Virginia	1
Davis, Carl Hall, A. B.....	Petersburg.....	Virginia	4
Davis, Harry Sutton.....	Norfolk.....	Virginia	1
Deshazo, Edwin Penn.....	Mathews.....	Virginia	1
Dunkley, Harry Wilson.....	Red Bank.....	Virginia	1
Edwards, Leroy Summerfield.....	Richmond.....	Virginia	2
Eure, John Walter.....	Gatesville.....	North Carolina	9
Ferguson, John William.....	Flint Hill.....	Virginia	2
Fitzgerald, Alfred Benton.....	Danville.....	Virginia	1
Fleetwood, Harvey.....	Waverly.....	Virginia	1
Fleetwood, Purnell, Jr.....	Waverly .....	Virginia	1
Gates, William Benjamin.....	Ashland.....	Virginia	3
Gee, John William.....	Lochleven .....	Virginia	3
Goodloe, Leslie.....	Springfield.....	Tennessee	1
Gray, Benjamin Hughes.....	Cumberland Courthouse.....	Virginia	2

\*Special Students in Chemistry.

NAME.	ADDRESS.	STATE.
Green, James T.....	Petersburg.....	Virginia
Gregory, Harry Claiborne.....	Pungoteague.....	Virginia 2
Haden, Leonidas Arnold.....	Evington.....	Virginia 2
Hasel, George.....	Baltimore.....	Maryland 2
Heath, Thomas James Chandler....	Wachapreague.....	Virginia 2
Hepburn, Norval Thomas.....	Oliver.....	Virginia 2
Holman, Jesse Knodle.....	Chester.....	South Carolina 1
Hughlett, James Duncan.....	Lancaster.....	Virginia 3
Humphrey, James Luther.....	Paxson.....	Virginia 1
Hunter, Robert Tucker.....	Ashland.....	Virginia 1
Hupman, James Burnett.....	Staunton.....	Virginia 1
Jones, William Lewis.....	Urbanna.....	Virginia 3
Jordan, Carl Moore.....	Ford.....	Virginia 2
Jordan, J. Woode.....	Ashland.....	Virginia
Kellam, William Finney.....	Locustville.....	Virginia 1
Kern, Alfred Allen, A. B.....	Ashland.....	Virginia 5
Kern, Paul Bentley.....	Ashland.....	Virginia 2
Kidner, Gracen Dailey.....	Romney.....	West Virginia 1
Kilby, John Richardson.....	Suffolk.....	Virginia 3
Kincaid, Lloyd Hurbert.....	Alderson.....	West Virginia 1
Kline, Howard Wheelwright.....	Vaocluse.....	Virginia 2
Lavinder, Henry George.....	Martinsville.....	Virginia 3
Lawson, George B.....	Wytheville.....	Virginia 3
Leake, James Miller.....	Ashland.....	Virginia 3
Lear, J. Merritt.....	Petersburg.....	Virginia 4
Leitch, Thomas Spencer.....	.....	Virginia 2
Lipscomb, Herbert Cannon.....	Newport News.....	Virginia 1
Lowe, Robert Gayle.....	Portsmouth.....	Virginia 3
McAden, Robert Hicks.....	Diamond Grove.....	Virginia 2
McGill, Alexander.....	Richmond.....	Virginia 2
McMath, John Sylvester.....	Onley.....	Virginia 1
McNeal, William Burton.....	Garysburg.....	North Carolina 1
Marsh, Victor Leo.....	Gladesboro.....	North Carolina 1
Messick, John Fred.....	Allen.....	Maryland 2
Moore, Lloyd Carleton.....	Mineral.....	Virginia 3
Morton, Robert Kemp.....	Johnson's X Roads.....	West Virginia 1
Murphy, Frank Marvin.....	Tucker's Hill.....	Virginia 2
Neville, George Lemuel, Jr., A. B....	Portsmouth.....	Virginia 4
Neville, Joseph Hugh.....	Portsmouth.....	Virginia 3
Nevitt, Robert Kern.....	Monterey.....	Virginia 1
Newman, Wilbur Lauk.....	Woodstock.....	Virginia 2
Odell, Edson Kenney.....	Norfolk.....	Virginia 4
Owens, Oscar Samuel.....	Manchester.....	Virginia 2
Page, Norman Auten.....	Denaro.....	Virginia 1
Peatross, Hunter.....	Danville.....	Virginia 2
Pfeiffer, Henry Casper.....	Lynchburg.....	Virginia 2
Powell, Eugene Hume.....	Guns Hill.....	Virginia 2

NAME.	ADDRESS.	STATE.	
Rector, George Virgil.....	Woodville .....	Virginia	3
Redd, Samuel Carter.....	Beaver Dam .....	Virginia	2
Ridgway, Frank Townsend.....	Winchester .....	Virginia	2
Riley, Earl.....	Richmond.....	Virginia	2
Robinson, Marion Montague.....	Danville.....	Virginia	1
Roszel, Richard Julian.....	Welbourne.....	Virginia	1
Rucker, Marvin Pierce.....	Manchester .....	Virginia	5
Rudasill, Lewis Singleton.....	Front Royal.....	Virginia	1
*Russell, George W., A. M.....	Onancock.....	Virginia	
Sanders, George Washington, Jr....	White Stone.....	Virginia	1
Saunders, William Bouldin.....	Penicks.....	Virginia	1
Shackford, John Walter.....	Bedford City.....	Virginia	2
Shearer, Lewis Cave.....	Richmond .....	Virginia	3
Sheppe, Robert Henry, A. B.....	Elkton .....	Virginia	5
Shires, Letcher Stevens.....	Alderson.....	West Virginia	1
Simcoe, Walter Taylor, Jr.....	Norfolk.....	Virginia	1
Simpson, Thomas McNider, Jr.....	Farmville.....	Virginia	1
Smith, John William.....	Hyattsville.....	Maryland	2
Southall, Ashton Conway.....	Elkton.....	Virginia	4
Taylor, George William Martin....	Pungoteague.....	Virginia	1
Thrift, Charles Tinsley.....	Wicomico.....	Virginia	1
Tucker, John Richard.....	Lowesville.....	Virginia	5
Tuttle, Clayton Orlando.....	Hanover .....	Virginia	2
Tyler, Barrett P.....	Marshall.....	Virginia	1
Tyler, Samuel Roger.....	Marshall.....	Virginia	3
Valentine, William Bassett.....	Valentine.....	Virginia	2
Vickers, James Caton.....	Golden Hill.....	Maryland	3
Walker, James Henley.....	Walkerton .....	Virginia	
Ware, John Nottingham.....	Ashland.....	Virginia	2
Watkins, George Washington.....	Laban .....	Virginia	1
Watts, James Owen.....	Lynchburg .....	Virginia	1
Watts, Marcus Huber.....	Hickory .....	Virginia	2
Weston, Harry Lee.....	Port Haywood.....	Virginia	1
Wheary, William Augustus.....	Ettrick.....	Virginia	5
Wilson, Richard Taylor, Jr.....	Petersburg .....	Virginia	1
Winston, John Woolfolk.....	Bowling Green.....	Virginia	1
Wright, S. Otto.....	Richmond.....	Virginia	3
Young, Charles Henry.....	Petersburg.....	Virginia	3
Young, Robert Nicholas.....	Disputanta.....	Virginia	1

---

\*Special Students in Chemistry.

# DEGREES AND HONORS CONFERRED.

JUNE, 1898.

## MASTERS OF ARTS.

Blackwell, Karl Sigismund.....	Virginia
Bradford, Geo. Lafayette.....	Virginia
Chalkley, Ad. Judson.....	Virginia
Dolly, David Hough.....	Virginia
Dolly, James C.....	Kentucky
Porter, James Temple.....	Virginia
Ross, Raymond Richard.....	Virginia
Simpson, Frank Allen.....	Virginia
Smithey, Marvin E.....	Virginia
Wise, Boyd Ashby.....	Virginia

## BACHELORS OF ARTS.

Bell, William Solon.....	Virginia
Burch, William G.....	Virginia
Campbell, Fletcher Cowles.....	Virginia
Clements, Merrick.....	Maryland
Davis, Carl Hall.....	Virginia
Fitzpatrick, F. Burke.....	Virginia
Hill, Frank Raymond.....	West Virginia
Jones, Edward Bunker.....	Virginia
Kern, Alfred Allen.....	Virginia
Kern, Le Roy Eskridge.....	Virginia
McCulloch, James E.....	Virginia
Neville, George Lemuel, Jr.....	Virginia
Nunnally, Arthur Valentine.....	Virginia
Sheppe, Robert Henry.....	Virginia
Smith, Hampden Harrison.....	Virginia
Sydenstricker, Hubert.....	West Virginia
Walker, James T.....	Virginia

## GRADUATES IN SUBJECTS.

Adams, E. T., Jr.....	German	Virginia
Adams, J. D.....	English	Virginia
Bell, W. S.....	Latin	Virginia
Blackwell, K. S.....	Chemistry, Biology, English, French	Virginia
Bradford, G. L.....	French, Biology, English	Virginia
Burch, W. G.....	English Bible	Virginia
Campbell, F. C.....	Latin, German	Virginia
Campbell, T. M.....	Latin	Virginia
Chalkley, A. J.....	Latin, Biology, English	Virginia
Clements, D. A.....	German, French	Maryland



Clements, M.	Latin	Maryland
Davis, C. H.	Latin	Virginia
Dolly, D. H.	German, Greek, Chemistry, Biology	Virginia
Fitzpatrick, F. B.	German	Virginia
Gates, W. B.	German	Virginia
Hill, F. R.	Biology	West Virginia
Hughlett, J. D.	English	Virginia
Janney, S. M.	English	Virginia
Jones, E. B.	Chemistry	Virginia
Jordan, J. W.	Latin	Virginia
Kern, L. E.	German, Mathematics	Virginia
Kilby, J. R.	German	Virginia
Lawson, G. B.	Latin	Virginia
Leake, J. M.	German	Virginia
Lear, J. M.	Mathematics, German	Virginia
McCulloch, J. E.	Greek, English Bible	Virginia
McGill, A.	German	Virginia
Neville, G. L., Jr.	Latin	Virginia
Newman, W. L.	German	Virginia
Nunnally, A. V.	Latin, Biology	Virginia
Porter, J. T.	Chem., Math., Lat., Eng., Mor. Phil.	Virginia
Ross, R. R.	Chem., Math., Lat., Eng., Mor. Phil.	Virginia
Rucker, P. M.	Chemistry, French	Virginia
Sheppe, R. H.	Chemistry, English, Mor. Philosophy	Virginia
Simpson, F. A.	Chem., Eng., Mor. Phil., French	Virginia
Smithy, M. E.	Chemistry, English, Biology, French	Virginia
Vickers, J. C.	Latin	Maryland
Walker, J. H.	Mathematics	Virginia
Wheary, W. A.	Latin	Virginia
Wise, B. A.	Biology, English, Moral Philosophy	Virginia
Young, C. H.	German	Virginia

## MEDALISTS.

## SUTHERLIN MEDAL.

Samuel McPherson Janney	Virginia
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## MURRAY MEDALS.

Proficiency Medal	Thomas Moody Campbell	Virginia
Scholarship Medal	George Lafayette Bradford	Virginia

## WALTON GREEK PRIZE.

David Hough Dolly	Virginia
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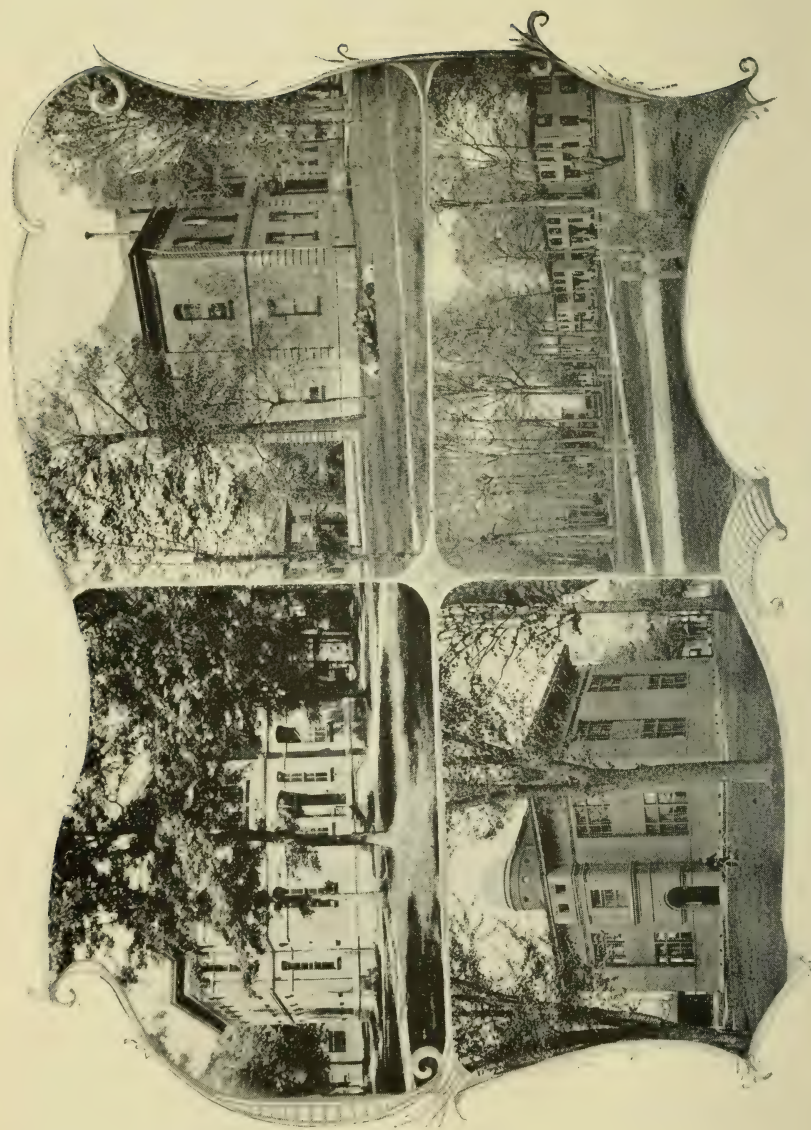
## WASHINGTON LITERARY SOCIETY MEDALS.

Declaimer's	Dice Robins Anderson	Virginia
Debater's	F. Raymond Hill	West Virginia
Orator's	S. Roger Tyler	Virginia

## FRANKLIN LITERARY SOCIETY.

Declaimer's	John Robert Kilby	Virginia
Debater's	Fletcher Cowles Campbell	Virginia
Improvement in Debate	Marvin E. Simthey	Virginia





# RANDOLPH-MACON COLLEGE.

1. PACE LECTURE HALL.
2. PETTYJOHN HALL OF SCIENCE.
3. SOCIETY HALLS AND LIBRARY.
4. STUDENTS' COTTAGES.

## HISTORICAL SKETCH.

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On the 3d of February, 1830, the Legislature of Virginia took action on a pending bill as follows:

"1. *Be it enacted by the General Assembly*, That there be, and is hereby erected and established, at or near Boydton, in the county of Mecklenburg, in this Commonwealth, a seminary of learning for the instruction of youth in the various branches of science and literature, the useful arts, agriculture, and the learned and foreign languages.

"2. *And be it further enacted*, That the said seminary shall be known and called by the name of Randolph-Macon College.

"3. *And be it further enacted*, That Hezekiah Leigh, John Early . . . . Nathaniel Alexander be, and are hereby constituted and appointed trustees of said college, who and their successors shall be a body corporate by the name of the 'Trustees of Randolph-Macon College' . . . ."

This act of the General Assembly is a matter of special interest as showing Randolph-Macon to be the oldest Methodist college in America.

The movement to establish the College was begun in compliance with the recommendation of the General Conference of the Methodist Episcopal Church, in 1824, "that each Annual Conference establish a seminary of learning under its own regulations and patronage." The Virginia Conference at its session in the following year considered the question of "establishing such a seminary." The chief promoters of the undertaking—the "founders" of Randolph-Macon—were the Rev. Hezekiah G. Leigh, of the Virginia Conference, and Gabriel P. Disosway, a wise and liberal layman, both of them at that time residing in the city of Petersburg.

In April, 1830, the Board of Trustees was formally organized. The Rev. John Early was the first chairman; the Rev. William A. Smith the first secretary.

The erection of a suitable building was authorized, and the work begun as soon as practicable. The site was an "old field" just outside the village of Boydton, Mecklenburg county, Va. This situation,



near the southern State line, was chosen with a view to the accommodation of both the patronizing Conferences, the Virginia and the North Carolina.

Randolph-Macon began its scholastic work in January, 1832, when Hugh A. Garland, brother to Dr. Landon C. Garland, taught the first class in the preparatory department. The College proper began its work the next October, with the Rev. Martin P. Parks as President *pro tempore*. The Rev. John Emory, afterwards Bishop, was the first president elect. The Rev. Stephen Olin was the first to accept and serve.

The first graduate was John C. Blackwell, of Virginia, whose diploma was conferred in June, 1835. The first class taking the whole four years' course received their degrees the next year. From that time continuously, with the exception of several years during and immediately after the war, classes have been graduated.

For many years the career of the College was a struggle for existence; but during these years of stress and trial, without endowment or wealthy patrons, it did a great and useful work. Many of the foremost men of Methodism—such as John Early, W. M. Wightman, Landon C. Garland, D. S. Doggett—were connected with it; and from its body of students went out such men as James R. Thomas, Alfred T. Mann, Edward Wadsworth, Holland N. McTyeire, John C. Granbery, and others not a few whose lives have proved a signal blessing to the world.

The first regular endowment fund was raised just before the Civil War, by President Wm. A. Smith and the Rev. H. B. Cowles. But the war both closed the doors of the College and rendered the most of its endowment worthless.

In 1866 it was reopened under serious embarrassments. Railways had been destroyed by the war; the nearest was now a day's ride from Boydton. Besides, the North Carolina Conference had established a college of its own, whose patronizing territory was almost in sight of Randolph-Macon. On the other hand, the Baltimore Conference at its session in March, 1867, had offered its patronage to the College, and had been admitted into participation in its supervision and privileges. Under these circumstances the removal of the institution to a more suitable locality became necessary.

Happily the ideal leader in this hazardous new departure was secured in the person of the Rev. James A. Duncan, D. D., an alumnus of the class of 1849, and one of the most highly gifted men of his day.

Under his presidency the College began its career at Ashland, Va., its present seat, and very soon it reached a height of prosperity and influence to which it had never before attained. In its service the president laid down his life, universally loved and honored.

The successor of Dr. Duncan was the Rev. W. W. Bennett, D. D., an able and faithful worker. In the year 1886 Dr. Bennett, in broken health, resigned, and in the same year Dr. Wm. W. Smith was elected president.

Under Dr. Smith's administration the endowment was largely increased, new buildings were erected, and the library, the gymnasium, and the laboratories were greatly enlarged and improved.

But the most notable feature of this administration was the founding of the Academies at Bedford City and Front Royal, and the Randolph-Macon Woman's College at Lynchburg. All these institutions, together with the parent College and the Danville Institute for young ladies, are under one Board of Trustees, and are united in a single educational system.

In the year 1896 the present presiding officer of the College was elected, and Dr. Smith was made Chancellor of the Randolph-Macon System of Colleges and Academies.

## ANNOUNCEMENTS.

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### GENERAL INFORMATION.

ASHLAND is immediately on the Richmond, Fredericksburg and Potomac Railroad, sixteen miles north of Richmond, upon the most elevated plateau between that city and Fredericksburg, Va. The location is distinguished for healthfulness and accessibility. On this account the village of Ashland was originally incorporated as a summer resort, and is much frequented during the heated term, while the comparative infrequency and the brief duration of severely cold weather make it especially favorable to health and comfort during the College session. The severe pneumonia and violent fevers of the mountains and the malarial diseases of the Tidewater regions are comparatively unknown.

Six passenger trains each way stop at the College daily. Telegraphic connection is had with all parts of the country. Mail six times a day.

**Grounds and Buildings.** The campus contains about twelve acres, beautified and shaded by a fine grove of oaks and maples. It has been thoroughly under-drained; gravel walks have been laid out, and many other improvements conducive to the comfort and convenience of the students have been made.

The buildings, besides professors' residences, are eight dormitories, the Pace Lecture-Room Building and Chemical Laboratory, the Duncan Memorial Chapel, the Halls of the Literary Societies, the Gymnasium, and the Pettyjohn Hall of Science, for lecture-rooms and laboratories for practical work in Physics and Biology.

The observatory contains a five-inch equatorial refracting telescope, transit instrument, sextant, &c.

**Libraries.** THE COLLEGE LIBRARY contains about eight thousand volumes, and valuable additions are annually being made by donations and purchases. The books are free to students.

THE WALTON CLASSICAL LIBRARY, with an endowment of \$1,000, contains works on Greek and Latin subjects, and is under the management of the professors of those languages. The value of the books it now contains amounts to about \$500, and new books are added each year.

THE DARDEN ENGLISH LIBRARY, founded in 1888 by A. S. Darden, Esq., of Suffolk, Va., in memory of his son, A. Allen Darden, has an endowment of \$1,000. The income will be devoted to the purchase of books for the use of students in the Department of English.

**Literary Societies.** The Washington and Franklin Literary Societies, meeting weekly in their large and elegantly furnished halls for literary and oratorical exercise, are admirably conducted and enthusiastically sustained. They afford to every member an opportunity to acquaint himself practically with the methods of procedure in public assemblies, and with the duties of presiding and recording officers, and give invaluable practice in declamation and debate under the stimulus of a generous emulation for the rewards offered by them for excellence or for progress. They also edit and publish monthly a literary magazine. A student who fails to identify himself with one or the other of these Societies, loses an unusual opportunity to secure for himself privileges of great value.

**Religious Opportunities.** The daily work of the College is begun with religious exercises in the Chapel.

The Methodist, Episcopal, Presbyterian, Christian and Baptist churches of the village hold each two public services on the Sabbath, and at least one during the week, and the students provide frequent social religious meetings for their own benefit.

Bible classes conducted in the College Chapel on Sabbath mornings offer opportunity for Bible study under the instruction of the professors and officers of the College and other selected teachers, in addition to the course in the English Bible offered as regular College work. Several preaching appointments in the neighborhood are regularly filled by ministerial students.

**YOUNG MEN'S CHRISTIAN ASSOCIATION.**—This organization in the College offers many advantages to its members. It unites young men of different denominational preferences in bonds of mutual sympathy and fellowship, and gives Christian students, while away from their home-churches, helpful privileges and duties as members of a world-wide religious organization. Under its auspices, varied and interesting religious exercises are held in the cottages and in its own beautifully furnished room on the campus, and seven Sunday-schools are sustained in the neighborhood.

**Government.** Every student entering the College is presumed to be a gentleman, and so long as he remains connected with it, is treated as such. In particular, his word is relied upon implicitly,



and in all matters touching his own conduct is called for and accepted as the basis of action. This confidence in the integrity of our students lies at the foundation of our intercourse with them, and when any student forfeits it, he must be immediately excluded from the College. The one broad rule of Randolph-Macon is that all are required to conduct themselves in a moral, gentlemanly and student-like manner. In defining these terms, such special regulations and admonitions will be given as circumstances may call for. All that concerns the physical, mental and moral well-being of our students enlists our affectionate solicitude. We stand to them as friends, counsellors and guides, and, while exercising our authority with freedom and firmness, shall expect their obedience to be based rather upon a sense of right and an appreciation of the necessity of system and order, than upon the fear of set penalties. When a young man cannot be influenced by appeals to these motives, we do not consider him prepared for college.

No student found to be dissipated or persistently idle can be retained. We shall seek earnestly to reform any such, but our duty to others under our care will not allow the effort to be long continued. No pains shall be spared to maintain a pure and wholesome moral atmosphere; and whenever, for any reason, we are satisfied that the presence of any student is corrupting others, or that his influence is felt for evil in the College, we shall refund the proportionate part of the fees paid, and require his withdrawal.

**Class Organ-** After an experience of many years, during which  
**ization.** both methods have been tested, we deem a well guarded elective system preferable, under existing circumstances, to the curriculum. It affords an advanced student, having special aims, the privilege of pursuing a desired course, and it enables the Faculty to assign suitable work to those who are without uniform preparation, or who cannot remain long enough to complete the full course required for a degree.

Instruction is given by text-books and lectures. The effort is made to secure thorough scholarship, and students are retained in lower, or returned from higher to lower classes, until the Professor considers them qualified to advance.

As each undergraduate course is satisfactorily completed, a Certificate therefor is issued to the student. When the work prescribed in the entire course of instruction in any subject is satisfactorily completed by an approved examination, the student is awarded a Certificate of Proficiency in that subject.

**Choice of Studies.**

Students will be enrolled in appropriate classes after conference with the President and Professors. Each one is required to have not less than fifteen recitations a week, unless there are special reasons to the contrary, and no study can be changed or discontinued without the consent of the Faculty.

**Degrees.**

The degrees conferred are Bachelor of Arts and Master of Arts. The attainments required to secure these degrees are as follows:

1. For the degree of Bachelor of Arts (A. B.): Graduation with distinction in Latin; Certificates of Distinction on second year's work in Greek, second year's work in English, second year's work in Mathematics, first year's work in Moral Philosophy, first year's work in Chemistry, first year's work in Physics, first year's work in Biology, Political Economy, Mineralogy, Geology, Astronomy; one year's work in Physical Culture, and one year's membership in one of the Literary Societies.

In the A. B. course, the following substitutions are allowed:

(1) For Greek, graduation with distinction in German, and Certificate of Distinction on first year's work in French.

(2) For third year's work in Latin, third year's work in Greek or third year's work in Mathematics.

(3) For Analytical Geometry and Political Economy, graduation with distinction in the English Bible.

The Bachelor of Arts course has been arranged, after much thought, to meet the growing demand for a practical, well-rounded education. It gives an excellent preparation for either business life or professional study.

2. For the degree of Master of Arts (A. M.): Distinction in the subjects required in the A. B. course, including Analytical Geometry, and graduation with distinction in four additional subjects.

Graduate Diplomas are awarded for approved examinations when subjects are completed.

Certificates of Distinction are awarded for proficiency in the studies pursued in the undergraduate years.

**Prizes.**

There are four regular prizes publicly awarded at each Commencement.

1. "THE SUTHERLIN PRIZE MEDAL FOR ORATORY," established by Major W. T. Sutherlin, of Danville, Va., 1872, is presented to the best orator who shall contend for the same, to be decided by three competent judges, having no official connection with the College, selected by the Trustees.

2. "THE WALTON PRIZE FOR GREEK SCHOLARSHIP," established in 1872 by Mr. George E. M. Walton of Hanover county, Va., is presented to the student who, in the judgment of the Faculty, by his progress and attainment in Greek studies, has best deserved it.

3. "THE H. W. MURRAY MEDALS," established in 1889 by legacy of Mrs. W. R. Goodwin, of Louisa county, Va., in memory of her father Hon. H. W. Murray. There are two of these medals. The first, called the "Murray Medal for Proficiency," is awarded each year to the student who, having not fewer than four college classes, has made the highest average on all his examinations of that session. The second, called the "Murray Medal for Scholarship," is awarded each year to the student who takes A. B. or A. M., and who has made the highest average upon examinations in graduating classes of the A. B. course.

4. "THE BENNETT MEMORIAL HISTORICAL MEDAL," established in 1899, by Rev. James Cannon, Jr., in memory of the Rev. W. W. Bennett, D. D. This medal is awarded to the student who presents the best historical essay on some subject assigned by the Professor of History.

**Examinations.** There are two examinations, conducted in writing, one at the close of the half-session in February, the other at the close of the session in June. A student who fails to pass an approved examination, loses his right to advance to a higher class.

**Reports.** A report of the standing of each student is made to the parent or guardian at the end of every five weeks during the session, and such special remarks are appended as each case may suggest.

**Requirements for Entrance.** Students applying for matriculation must be of good moral character and sufficiently advanced in mental discipline to profit by the instruction offered. Besides the usual branches taught in a good common school course, the applicant should be accurately prepared in English through Grammar and Elementary Rhetoric; in Latin through an Elementary Grammar with exercises, and the first four books of Cæsar's Gallic War or its equivalent; in Mathematics through Equations of the Second Degree, and three books of Plane Geometry.

Students whose preparation in any one of these subjects is deficient may matriculate in College conditionally, the deficiency to be made up to the satisfaction of the professor of the department during the college year.



# DAILY PROGRAMME.

HOURS.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
8	Chapel.	Chapel.	Chapel.	Chapel.	Chapel.
8:15	II. Mathematics. I. French. Intro. Greek. II. Chemistry.	II. Mathematics. I. French. Intro. Greek. II. Chemistry (Lab.).	I. French. Intro. Greek. II. Chemistry.	II. Mathematics. I. French. Intro. Greek. II. Chemistry (Lab.).	II. Mathematics. I. French. Intro. Greek. II. Chemistry.
9:15	I. Mathematics. II. French. I. Biology. II. English Bible.	I. Mathematics. I. Moral Philosophy. II. Chemistry (Lab.).	I. Mathematics. I. Moral Philosophy.	I. Mathematics. I. Moral Philosophy. II. Chemistry (Lab.).	I. Mathematics. I. Moral Philosophy.
10:15	II. English. II. Latin. II. Moral Philosophy.	II. French. II. Latin. III. Greek. I. Chemistry (Lab.).	II. English. II. Latin. II. Moral Philosophy. II. Biology (Lab.).	II. French.	II. English. II. Latin. II. Moral Philosophy. II. Biology (Lab.).
11:15	I. English. III. Mathematics. II. Greek.	I. English. I. Biology. II. English Bible.	I. English. III. Mathematics. II. Greek. II. Biology (Lab.).	I. English. I. Biology. II. English Bible.	I. English. III. Mathematics. II. Greek. II. Biology (Lab.).
12:15	I. Chemistry. II. Biology. I. Greek. Surveying.	I. Chemistry. II. Biology. I. Greek.	I. Chemistry. II. Biology (Lab.). I. Greek. Surveying.	Geology. II. Biology. I. Greek.	Geology. II. Biology (Lab.). I. Greek. Surveying.
2:15	I. Latin. III. English Bible. Astronomy.	I. Latin. I. Biology (Lab.). I. Chemistry (Lab.).	I. Latin. III. English Bible. II. Chemistry (Lab.). Astronomy.	I. Latin. I. Biology (Lab.). I. Chemistry (Lab.).	I. Latin. III. English Bible.
3:15	I. Physics. I. English Bible. I. German. III. Latin.	I. Biology (Lab.). I. Chemistry (Lab.).	I. Physics. II. Chemistry (Lab.). I. English Bible. III. Greek. III. Latin.	I. Biology (Lab.). I. Chemistry (Lab.).	I. Physics. I. English Bible. I. German. III. Latin.
4:15	II. German. III. English. Physical Culture.	Political Economy I. German.	II. German. III. English. Astronomy. Physical Culture.	Political Economy I. German. Astronomy.	II. German. III. English. Astronomy. Physical Culture.
5:15	Physical Culture.	Physical Culture.	Physical Culture.		Physical Culture.



## COURSES OF INSTRUCTION.

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The subjects in which instruction is given in the College are Latin, Greek, English, German, French, Mathematics, Chemistry and Geology, Physics, Astronomy, Biology, Moral Philosophy, the English Bible, and Physical Culture.

In these subjects courses of study are arranged leading to the degrees of Bachelor of Philosophy, Bachelor of Arts, and Master of Arts, as before set forth.

### LATIN.

PROFESSOR BOWEN.

Matriculation in this department presupposes on the part of the student a fair knowledge of Latin syntax and the ability to read Cicero. The student is expected to have read at least four books of Cæsar or the equivalent. The work of the department is distributed over three years and is arranged as follows:

The work of the first year is designed to acquaint the student with Cicero, Vergil and Ovid, and, by means of the study of the grammar and weekly exercises, to give him a more thorough knowledge of the case-relations and the fundamental principles of Latin prosody. The work of the second year offers a more extended course in syntax and prose composition and embraces a course of reading in Seneca, the Roman historians (chiefly Livy and Tacitus), and the Roman elegiac poets (chiefly Catullus and Propertius). The work of the third year is intended to give the student, not only a comprehensive knowledge of classical Latin, but also to make him acquainted with pre-classical Latin; and, by the course in Latin literature, to give the student a general introduction to all the Roman authors. The courses of this year include Roman satire and dramatic poetry. Throughout the entire course an effort is made to study the government and the private life of the Romans as well as their literature and language.

#### First Year.

1. Cicero's Orations, Gildersleeve's Grammar (3d edition) and Exercise Book. Four hours a week during the first term.
2. Vergil's *Æneid* and Pastoral Poems; the elements of Latin

versification, including the Hexameter; Grammar and Exercises. Four hours a week during the second and third terms.

3. Ovid's *Metamorphoses*. One hour a week throughout the year.

TEXT-BOOKS—Cicero's *Select Orations* (Allen and Greenough); Ovid's *Metamorphoses* (Allen and Greenough); Vergil (*Nettleship*); Vergil's *Bucolics* and *Æneid* (Greenough, Harper and Miller); Gildersleeve's *Latin Grammar* (3d edition) and *Exercise Book*.

### Second Year.

1. Roman History.—Livy, XXI and XXII; collateral reading including especially the Punic Wars; Grammar and Exercises. Three hours a week during the first term.

2. Tacitus, *Germania* and *Agricola*; *Private Life of the Romans*; Grammar and Exercises. Three hours a week during the second term.

3. Roman Elegiac Poetry.—Select elegies of Propertius, Tibullus and Catullus. One hour a week throughout the year.

4. Seneca's *Moral Essays*. Two hours a week during the third term.

TEXT-BOOKS—Livy, Books XXI and XXII (Westcott, or Lord); Tacitus's *Agricola* and *Germania* (Hopkins); Mommsen's *History of Rome* (abridged); *The Private Life of the Romans* (Preston and Dodge); Catullus (Merrill); Propertius (Postgate); Seneca's *Moral Essays* (Hurst and Whiting); *Grammar* and *Exercise Book* as in first year.

### Third Year.

1. Roman Satire.—Juvenal and Horace's *Satires*; lectures on the origin and development of the satire; weekly exercises. Three hours a week during the first term.

2. Roman Drama.—Plautus' *Miles Gloriosus*, Terence's *Phormio*; lectures on the origin and development of the drama. Three hours a week during the second term.

3. Horace's *Odes* and *Epistles*; prosody, including the scansion of the odes read; weekly original exercises based on some Ciceronian text. Three hours a week during the third term.

4. Roman Literature. One hour a week during the second and third terms.

TEXT-BOOKS—Horace: Smith's edition of *Odes* and *Epodes*, Palmer's edition of *Satires*; Hardy's *Juvenal*; Tyrrell's *Miles Gloriosus* of Plautus; Elmer's *Phormio* of Terence; Gow's *Companion to School Classics*; Mackail's *Latin Literature*; Appendix to Bennett's *Latin Grammar*, as reference book on historical grammar, Henry's *Comparative Grammar of Greek and Latin* and Lindsay's *Latin Language*.

## GREEK.

PROFESSOR EASTER.

The work of this department extends over a period of three years in the College Course proper, to which is prefixed an additional year of introductory study to permit students to begin Greek who, ready for college along other lines, have not had adequate preparation in this language. This is a concession to necessities arising from the prevalent lack of instruction in Greek in preparatory schools.

The ideal sought to be realized is the accurate study of the Greek language on an etymological, syntactical and historical basis. To this is added an examination into the History and the Literature of the Greeks, with an attempt to show how the work of this remarkable people is connected with modern life in its various phases. These ends are sought to be obtained by translation and analysis of the writings of the best authors, with a view to matter, thought, and style; by constant exercise in Greek composition, and by reading, in translations, a considerable part of Greek Literature.

**First Year.**

TEXT-BOOKS—Goodwin's Grammar; Xenophon's *Memorabilia* of Socrates (Winans); Lysias (Bristol); Old Greek Education (Mahaffy); Greek Literature (Jebb); Greek Prose Composition (Higley). Parallel in English: Herodotus (four books); *Cyropedia* of Xenophon; Plutarch's *Lives* (selections, ten in number). Essay on Greek Education. Five times a week.

**Second Year.**

TEXT-BOOKS—Goodwin's Grammar (for reference); New Testament (Revised Greek-English); Homer's *Iliad* (Keep); Prose Composition (Sidgwick); Studies in the Greek New Testament (Smith). Parallel in English: Xenophon's *Memorabilia* of Socrates; Aristophanes' *Clouds*; Trial and Death of Socrates (Church); Light to the Ancient Greeks (Smith). Essay. Three times a week.

**Third Year.**

TEXT-BOOKS—Grammar and Composition as in second year; Plato (Purves); Sophocles' *Philoctetes* (Graves); Demosthenes' *Philippics* (Tyler); Attic Orators (Selections: Jebb); Willson's *Mosaics of Grecian History*. Parallel in English: Plato's *Republic*, Books 1-3, 5-7, 9, 10; Aristotle's *Republic*, Books 1-4, 7, 8; Xenophon's *Economicus*, chapters 1-11; Plutarch, *On Superstition*; Euripides' *Alcestitis*; Æschylus' *Prometheus Bound*; Longinus, *On the Sublime*; Aristotle's *Poetics*; Plato (Collins). Essay. Three times a week.

The above courses show the minimum amount of work to be done, and are to be supplemented by such other work as will aid in increasing not only the student's knowledge of Greek, but also his general literary culture.

### Introductory Year.

The purpose of this class has been already stated. The class meets five times a week.

TEXT-BOOKS—First Greek Book (White); Greek Reader (Colson); Old Greek Life (Mahaffy); History of Greece (Fyffe); Classic Myths (Gayley); The Study of Greek (Smith); Homer's Odyssey (Butcher's or Bryant's translation). Essay. Further parallel as may be assigned.

The work of the department is greatly aided by the endowment of the Walton Greek Library. Students are permitted to make use of this Library, of course under proper restrictions.

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## ENGLISH.

PROFESSOR BLACKWELL.

MR. SHEPPE.

### First Year.

1. HIGHER GRAMMAR. — A course in advanced grammar and grammatical analysis. For entrance into this class it is required that the student should have mastered Whitney's Essentials of English Grammar or its equivalent and some elementary rhetoric like Hill's Foundation of Rhetoric.

TEXT-BOOKS—Bain's Higher English Grammar; Strang's English Exercises; Smith and Blackwell's Parallel Syntax Chart.

2. RHETORIC.—Style with especial study of the Sentence, the Paragraph, and the General Processes in the Ordering of Material.

TEXT-BOOKS—Genung's Practical Rhetoric; Genung's Rhetorical Analysis.

3. SHAKSPERE.—One hour a week during the session is devoted to the reading of the historical plays of Shakspeare. The grammar and the versification of Shakspeare are also studied.

TEXT-BOOKS—Hudson's edition of Shakspeare; Dowden's Shakspeare.

This class of the First Year meets daily. There are weekly written exercises. A course of parallel reading is prescribed.

### Second Year.

1. ADVANCED RHETORIC. — Description, Narration, Exposition, Argumentation, and Persuasion. Especial attention is given to Argumentative discourse and Brief-drawing.

TEXT-BOOKS—Genung's Practical Rhetoric; Bradley's Orations and Arguments.

2. LITERATURE.—History of Literature; Lyric Poetry; Versification.



TEXT-BOOKS—Pancoast's English Literature; Palgrave's English Lyrics; selected English authors.

3. OLD ENGLISH.—An elementary course in Old English, designed as introductory to the study of the history of the language.

TEXT-BOOK—Smith's Old English Grammar.

The Second Year's class meets three times a week. There are weekly exercises. This class is required for all degrees.

### Third Year.

1. LITERATURE.—An advanced course devoted to the study of Tennyson, Browning, and Matthew Arnold and to the critical examination of a few plays of Shakspeare. Four essays are required during the year.

2. MIDDLE ENGLISH.—A short course in early Middle English introductory to Chaucer and the study of the history of the language.

TEXT-BOOKS—Sweet's First Middle English Primer; Morris's Chaucer's Prologue and Knightes Tale; Emerson's History of the English Language.

This class meets three times a week. It is an elective for the A. M. degree.

## GERMAN.

PROFESSOR EASTER.

In this department the attempt is made to have students acquire a correct pronunciation, and to enable them to write and to translate with facility and accuracy. The main facts of German life, history, and literature are also presented. Some knowledge of the kinship of German and English is likewise given.

### First Year.

TEXT-BOOKS—Whitney's Compendious Grammar; Exercises; Brandt's Reader; L'Arrabbiata (Frost); Höher als die Kirche (Whittlesey); Parry's Life Among the Germans; Baring-Gould's Story of Germany. Other texts to be chosen. Four times a week.

### Second Year.

TEXT-BOOKS—Same Grammar; Exercises; Jungfrau von Orleans (Nichols); Nathan der Weise (Curme); Heine's Reisebilder (Colbeck); Faust (Thomas). Parallel: Der Bibliothekar (Lange); Zopf und Schwert (Lange); German Literature (Hosmer); Imperial Germany (Whitman). Other texts to be chosen. Three times a week.

To take up the second year class, the student must give evidence of having covered, in a satisfactory manner, the work of the first year.

Should he lack but little of having covered ground equivalent to this work, he may be admitted to the advanced class, but will be required to make up his deficiencies.

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## FRENCH.

PROFESSOR BLACKWELL.

### First Year.

1. **ELEMENTARY COURSE.**—Whitney's French Grammar; Super's French Reader; Crane and Brun's *Tableaux de la Révolution Française*; Super's Historical Reader; Montgomery's French History.

This class meets five times a week. The first part of the year there are three or four exercises a week, later in the course they are required only once a week. This class, with the two years' course in German, may be substituted for Greek in the A. B. degree.

### Second Year.

1. **FRENCH OF THE SEVENTEENTH CENTURY.**—Crane's *La Société Française au XVIIIème Siècle*; the plays of Corneille, Molière, and Racine; Montesquieu's *Grandeur et Décadence des Romains*; Pascal's *Pensées*; Descartes' *Méthode*; La Rochefoucauld's *Maximes*.

2. **THE ROMANTIC MOVEMENT IN FRANCE.**—Selection from the works of Hugo, De Musset, George Sand, Gautier, Dumas, Sainte Beuve. Saintsbury's *French Literature* is used as the basis for the work done in the history of the literature, and Guizot's *Histoire de la Civilisation Européen*, which is read in class, as the basis for the work done in the history of France.

This class meets three times a week. There are weekly exercises, and parallel reading is assigned for each month.

The Second Year's French is an elective for the degree of A. M.

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## CHEMISTRY.

PROFESSOR RAGLAND.

The work in this department is embraced in three courses of one academic year each.

### First Year.

The aim of this course is to review the field of general chemistry unencumbered with the minutiae and detail necessary to a full knowledge of the subject. It is intended especially for those who wish a

certain amount of chemistry as a part of a general education, and is also a prerequisite to those who wish to pursue the study further.

The elements of chemical theory, the interpretation and use of chemical symbols, formulæ and equations, and the descriptive study of the elements and their compounds, following the periodic classification of Mendelejeff will be the subject matter for lecture and recitation during the first half term.

From time to time, lectures will be given on the chemical principles and processes involved in some of the more important manufacturing industries. Opportunity is given the student to perform a set of experiments fully illustrating the principles demonstrated in the text. This work is especially arranged to cultivate correct habits of observation and manipulation, and to train the student's powers of reasoning.

During the last half term, a course of lectures is given on the compounds of carbon of the aliphatic, and of the aromatic series. The laboratory exercises will consist of preliminary work in qualitative analysis by the dry and by the wet method. A thorough course in blow-pipe analysis will be given, and the simpler metallic salts will be investigated by the wet method.

Recitations, three hours per week; laboratory work, four hours per week.

TEXT-BOOKS—Remsen's Briefer Course in Chemistry, Remsen's Organic Chemistry, Keiser's Laboratory Work in Chemistry, Notes on Blow-pipe Analysis.

BOOKS OF REFERENCE—Mendelejeff's Principles of Chemistry, Roscoe and Schorlemmer's Treatise on Chemistry, Vol. 1.

### Second Year.

To be admitted to this course, the student must have passed on Chemistry I or its equivalent. The work in the class room during the first half term consists of lectures and recitations on the subject of theoretical chemistry and on topics in advanced inorganic chemistry.

Organic chemistry will be taken up the second term. Stress will be laid both on the industrial applications of the science, and also on the theoretical considerations involving the molecular structure of organic substances.

The laboratory work is grouped under three heads:

1. QUALITATIVE ANALYSIS.—The student will be required to familiarize himself with the more important analytical reactions, using artificially prepared substances; afterwards mixtures of more or less complexity will be analyzed. Finally, complete analyses of complex minerals, ores, alloys, etc., will be made.

2. QUANTITATIVE ANALYSIS.—Complete gravimetric determinations of acidic and basic radicals in chemically pure substances will constitute the work at the beginning.

Next, a few typical pieces of volumetric analyses will be given, including alkalimetry, iodometry and oxidation methods. This will be followed by some pieces of work requiring special analytical methods, such as the analyses of ores, coins, alloys, fertilizers and mineral waters.

3. ORGANIC PREPARATIONS.—The preparation of a number of organic compounds illustrating some of the more important reactions in organic chemistry completes the work.

The class meets three times a week throughout the year. The time required in the laboratory varies with the individual student. The average student will require at least six hours per week to complete the work assigned.

TEXT-BOOKS—Remsen's Chemistry, Advanced Course; Remsen's Organic Chemistry, Clowes and Coleman's Qualitative Analysis, Cairn's Quantitative Analysis, Wanklyn's Water Analysis, Mandel's Manual for the Bio-Chemical Laboratory, Gattermann's and Levy's Organic Preparations, Classen's Quantitative Analysis by Electrolysis, Thorpe's Lectures on Historical Chemistry.

REFERENCE BOOKS—Fresenius' Qualitative and Quantitative Analysis, Meyer and Jacobsen's Organic Chemistry.

### Third Year.

For those who expect to make a special study of chemistry, either as original investigators or as teachers of chemistry; and for those who wish to become analysts in applied chemistry, this course is offered. Courses I and II in Chemistry or the equivalent of both, and a reading knowledge of French and German, will be required for entrance. An extended course of reading in Historical Chemistry, Pure and Applied Chemistry and Journal Literature will accompany the laboratory work. The latter will consist of special quantitative methods, the testing of new methods in analysis, the preparation of advanced organic compounds and investigations in pure chemistry.

The work will be varied to suit the needs and intentions of the student.

The chemical laboratory is a large, well ventilated, and well lighted room, supplied with modern conveniences for expeditious and accurate work. Among these may be mentioned, water and gas convenient to each desk, a hood for noxious gases, a combustion furnace, nitrometers,



apparatus for gas analysis and for vacuum filtration and exceptionally fine chemical balances.

A well chosen library, and current numbers of several foreign and domestic chemical journals, are available for reference.

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## GEOLOGY.

PROFESSOR RAGLAND.

The course in Geology includes oral instruction and recitations twice per week during the first half term. The course is intended to give the general student a fair knowledge of geological phenomena.

The discussion of the causes and processes of change now in operation on the earth to produce structure, is first taken up. This is followed by a series of lectures on the origin and mode of occurrence of the materials which make up the earth's crust.

Specimens of the common rocks and minerals will be used for illustrative purposes, and the student will be encouraged to collect and classify such rock specimens as may be available for the purpose.

A brief outline of the principal historical features of the changes through which the earth has passed as recorded in the successive rock systems, will conclude the work.

TEXT-BOOK—An Introduction to Geology—W. B. Scott.

BOOKS OF REFERENCE—Geikie's Text-Book of Geology, Winchell's Geological Studies.

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## MINERALOGY.

PROFESSOR RAGLAND.

This course is open only to those who have had at least four months' work in inorganic chemistry. Two hours per week in the class room with an appropriate amount of laboratory work during the second half-term, will be required. About one-third of this time is taken up with crystallography, which will be illustrated by a set of crystal models and natural crystals. The remaining time will be devoted chiefly to descriptive and determinative mineralogy. Attached to the laboratory is a museum, which contains a most excellent collection of minerals, including all but the rarer specimens. Recent additions have been made to this, chiefly in the line of supplies of the more common specimens, which will be used in the laboratory. The student will be familiarized with blow-pipe methods and other chemical tests

useful in determining minerals, and will be required to apply the knowledge thus gained in determining unmarked specimens. Especial attention will be devoted to such specimens as are of geological or of economic importance. Practice will also be given in determining minerals by their physical and crystallographic criteria.

TEXT-BOOKS—Minerals, and How to Study Them, E. S. Dana; Tables for the Determination of Common Minerals, Crosby.

REFERENCE BOOK—A System of Mineralogy, J. D. Dana.

## ASTRONOMY.

PROFESSOR RAGLAND.

### Course.

This class meets three times a week during the second half-session. The course is a general one, and partly concerns the instruments, methods, and data of practical astronomical work, partly is descriptive of the present state of astronomical knowledge. The work is done by recitations, lectures and observations. The Lutz Observatory, founded by Mrs. M. A. Lutz, in memory of her husband, F. A. Lutz, formerly a trustee of the College, is provided with sextant, transit instrument, a reflecting telescope of five inches aperture, and a refracting telescope of five and a quarter inches aperture, made by Byrne, worked over by Alvan Clark & Sons. This telescope is equatorially mounted, and is provided with driving clock and graduated circles. The facilities of the Observatory are made perfectly accessible to the class. Experimental Physics and Trigonometry are required for admission.

TEXT-BOOK—Newcumb & Holden's Astronomy.

## PHYSICS.

PROFESSOR WIGHTMAN.

Many additions and improvements have recently been made to the Physical Department, chiefly in the appliances used in the study of sound, light and electricity. For the study of sound, in addition to stock apparatus, there have been obtained tuning-forks, a good siren and a set of organ pipes; for light, projection apparatus for spectrum analysis; in electricity, galvanometers, resistance boxes of most approved pattern, and an excellent X ray outfit.

### Course.

**GENERAL PHYSICS.**—Instruction is given in two complementary parts. (a) Recitations. (b) Laboratory Work, extending throughout the year.

(a) **CLASS WORK.**—In recitations the class meets three times a week throughout the year. The course is elementary and general. It embraces: Mechanics of Liquids, Solids, Gases; Sound; Heat; Light; Electricity. Instruction is given chiefly by experimental lectures, and in this way parts of the text-books are largely supplemented. About two hundred and fifty demonstrations are given by the Director.

**TEXT-BOOK**—An Elementary Course of Physics, Aldons.

(b) **LABORATORY WORK.**—Two hours a week. In addition to the regular recitations, the student will be required to perform, under the supervision of the Director, as thoroughly as possible, a series of experiments, repeating what was done before him in the recitations, and also performing other experiments which will be assigned to him. He thus, by experience, becomes acquainted with the fundamental laws of matter explained in his text-book.

**LABORATORY MANUAL.**—Practical Physics, Chute; or Experimental Physics, Ames.

First Year course in Mathematics or its equivalent is required for admission to this class.

Five dollars per half-session will be charged as a Laboratory fee.

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## BIOLOGY.

PROFESSOR WIGHTMAN.

The Biological Department occupies a suite of three rooms in Science Hall. These are a lecture-room, a library and office, and a laboratory. The lecture-room is well-equipped with modern conveniences. In the library and office are located the working museum and reference library. The laboratory is a large, well-heated and ventilated room, with good illumination. The equipment offers an excellent opportunity for an earnest student to acquire the fundamental principles of Biology. Gas and water pipes are well distributed, a distilling apparatus furnishes an abundance of distilled water, while incubators, microtomes, microscopes, plethysmographs, tambours, sphygmographs, myographs, an artificial heart and blood-vascular system and skeletons, mounted and disarticulated, are some of the appliances used by the student.

### Courses.

Two courses in Biology are offered, each a year in length.

### First Year.

**GENERAL BIOLOGY.**—The purpose of this course is to survey the living world by the study of typical forms. No attempt is made to develop botanists, zoölogists or physiologists; but the chief aim is to put within the student's grasp a knowledge of the broad principles underlying the structure and physiology of living things by a study of the characteristics of living matter, of the phenomena of growth, development and reproduction, and of comparative anatomy.

The following are some of the topics discussed: The bacteria, including the diseases of plants and animals with their causes and prevention; the principles of hygiene, the digestion and assimilation of food, heredity, the influence of education, and many sociological problems, such as the effect of food and habit on the working power of the race. Instruction is given by means of (a) Lectures, (b) Laboratory Work.

(a) **LECTURES.**—Three hours a week throughout the year. This course will embrace a comparative study of living things—animal and vegetable. Beginning from such simple microscopic organisms as the Yeast plant and the Amœba, the student will be led to consider successively higher types chosen from the great classes of the animal and vegetable kingdoms until he reaches such a complex organism as a common flower, the buttercup, and a typical mammal—the rat or rabbit. The work of the year will include the study of Embryology and phanerogamic Botany. In Embryology the development of the chick will be taken as a type; in Botany special attention will be paid to the methods of collecting, preserving and classifying of specimens.

(b) **LABORATORY WORK.**—Four hours a week throughout the year. Each student is supplied with reagents and instruments and with a table, a microscope, and all apparatus necessary for successful work. About fifteen typical forms are studied. The order of work is from the simpler to the more complex organisms. The principles of microscopy, the handling, staining, mounting and sketching of specimens, and the comparison of one form with another are essential features of the work. About five weeks are given to Embryology. Each student is required to hand in a selected herbarium properly arranged and mounted.

A laboratory fee of five dollars per half session is charged.

One year's work in Physics is required for admission to this course.



### Second Year.

COMPARATIVE ANATOMY AND PHYSIOLOGY. — The aim of this year's work is to enable the student to become familiar with the principles of Biology manifested in man and the higher animals. In this class, also, instruction will be given by means of (a) Lectures, and (b) Laboratory Work. The lectures will be amply supplemented by suitable demonstrations, and in the laboratory the student becomes acquainted by experience with the details of microscopy and with the methods of experimental physiology. The following synopsis of the course will give an idea of its scope:

(a) LECTURES.—Three hours a week throughout the year. The subjects embraced in this course are—

- (1) Comparative anatomy of mammalia.
- (2) Microscopic anatomy of man and higher animals.
- (3) Physiology and hygiene of man.

(b) LABORATORY WORK.—Six hours a week throughout the year.

(1) Dissection of dog or rabbit. About five weeks are given to this work. Included in it is a study of human Osteology. As guides, Howell's Dissection of the Dog, or Parker's Zoötomý and Gray's Anatomy are followed.

(2) Preparation and microscopic examination of the tissues of man and the higher animals. Almost every tissue and organ of the human body is microscopically studied. This work includes the details of microscopic technique as the killing, hardening, imbedding, cutting and staining of preparations, the injection of organs, and the sketching of the sections prepared by the student. Stirling's Histology is used.

(3) Demonstrations and experiments on the physiology of the organs of man and the higher animals. Close attention is paid to the working of muscle, the innervation of the heart, vaso-motor effects, digestion and assimilation, respiration, excretion, and the functions of the central nervous system. Suitable apparatus is at hand for the use of the student. Stirling's Practical Physiology is the basis of work.

A laboratory fee of five dollars per half-session is charged.

For admission into this course one year's work in Chemistry and Physics is required.

### Preliminary Medical Course.

Randolph-Macon College is in no sense a technical school. Many young men, however, are looking forward to the study of medicine

after the completion of their regular A. B. course. To these young men it will be most advantageous to incorporate into their studies all the courses in Chemistry, Biology and Physics. These studies form the basis of modern medicine. Such a young man will then secure not only the mental development due to systematic collegiate work, but, in addition, will have laid a firm foundation for his professional course.

## MATHEMATICS.

PROFESSOR SMITHEY.

### I. PURE MATHEMATICS.

The work of this department is designed to give an accurate knowledge of the fundamental ideas and of the scope of the chief branches of Pure Mathematics, and to render their principles effective in developing in the student the power of independent and consecutive thought. In all the courses, the working of original exercises during the session and at the examinations is required as a test that the subjects that are studied are understood. The method of instruction is, in most of the courses, by text-books, supplemented by informal lectures.

#### First Year.

1. ALGEBRA.—Quadratic Equations and Simultaneous Equations involving Quadratics, Theory of Quadratic Equations and Quadratic Expressions, Imaginary Expressions, Ratio, Proportion, Variation, Series, Mathematical Induction, Permutations and Combinations, Binomial Theorem, Logarithms, Probability.

2. DETERMINANTS.—The General Theory of Determinants with some of its more important applications.

3. GEOMETRY.—Comparison and Measurement of the Surfaces of Rectilinear Figures, Regular Polygons and Circles, the Line and the Plane in Space, Polyhedra, the Cone, the Cylinder, the Sphere and their Measurement. Numerous exercises.

The Class of the First Year meets daily. In addition to the regular class-work, written work is required weekly.

PREREQUISITE.—An accurate knowledge of Algebra through Equations of the Second Degree and three books of Plane Geometry is the preparation needed for the work of the First Year.

TEXT-BOOKS—Todhunter's Algebra for Schools and Colleges; Peck's Determinants; Elements of Geometry by Phillips and Fisher.

### Second Year.

1. **TRIGONOMETRY.**—Plane and Spherical with applications and use of Logarithmic tables.

2. **THEORY OF EQUATIONS.**—General Properties of Equations, Commensurable Roots, Incommensurable Roots, Methods of Approximation, General Methods and Theorems, Solution of Numerical Equations, Complex Quantities, Symmetric Functions of the Roots of an Equation.

3. **ANALYTICAL GEOMETRY OF TWO DIMENSIONS.**—Construction and Discussion of Equations, the Straight Line, the Circle, the Conic Sections, Discussion of the General Equation of the Second Degree.

The Class of the Second Year meets four times a week. In addition to the regular class-work, written work is required weekly.

**PREREQUISITE.**—The first year's work or its equivalent is the preparation needed for the second year's work.

**TEXT-BOOKS.**—Newcomb's Plane and Spherical Trigonometry; Newcomb's Logarithmic Tables; Todhunter's Theory of Equations; Puckle's Conic Sections.

### Third Year.

1. **ANALYTICAL GEOMETRY OF THREE DIMENSIONS.**—The subject is treated by lectures.

2. **DIFFERENTIAL CALCULUS.**—Differentiation, Expansion of Functions, Evaluation of Indeterminate Forms, Functions of Several Independent Variables, Implicit Functions, Change of the Independent Variable, Maxima and Minima Values of Functions of one and two Variables, Tangents and Normals, Asymptotes, Concavity and Convexity, Contact, Curvature, Evolutes and Involutives, Envelopes, Curve Tracing.

3. **INTEGRAL CALCULUS.**—Elementary Forms, Methods of Integration, Double Integration, Rectification, Areas of Plane Curves and Surfaces, Volumes of Solids.

4. **PARALLEL READING.**—This is designed to give students some knowledge of the history and of the philosophy of Mathematics.

The Class of the Third Year meets three times a week.

**PREREQUISITE.**—The work of the first and second years or its equivalent is the preparation needed for the third year's work.

**TEXT-BOOKS.**—Todhunter's Differential Calculus; Todhunter's Integral Calculus; Ball's History of Mathematics.

## II. APPLIED MATHEMATICS.

While the College does not aim to give students a technical education, yet facilities are afforded by which a knowledge of some of the more useful applications of mathematical principles may be acquired. This is done by a separate year's work in Applied Mathematics. The subjects studied are the following:

1. **DESCRIPTIVE GEOMETRY.**—Problems of the Point, the Line and the Plane, Surfaces single curved and double curved, Intersections, Tangencies, Shades and Shadows, Perspective, Isometric Projections.

2. **LAND SURVEYING.**—Computation and Division of Areas. Field practice is given with the compass, the theodolite and the level.

**PREREQUISITE.**—The work of the first and second years in Pure Mathematics or its equivalent is the preparation needed for the work in Applied Mathematics.

**TEXT-BOOKS**—Church's Descriptive Geometry; Carhart's Plane Surveying.

## MORAL PHILOSOPHY.

PROFESSOR KERN.

In this department are two courses of study, with subjects and recitations as follows:

### I. MORAL PHILOSOPHY.

#### First Year.

1. **PSYCHOLOGY.**—The facts of consciousness are classified, their interrelations are noted, and some inquiry is made into the physical conditions and the metaphysical cause. Four recitations a week.

**TEXT-BOOK**—Hill's Elements of Psychology.

2. **LOGIC.**—As a means to the attainment of practical familiarity with logical formulas and the detection of fallacies, weekly written exercises in Logic are required during half the year. Four recitations a week.

**TEXT-BOOK**—Jevons' Lessons in Logic.

3. **ETHICS.**—Various theories of the ground of moral obligation are examined, and the theory that seems most worthy of acceptance is fully set forth. Four recitations a week.

**TEXT-BOOK**—Hopkins' Law of Love.



## Second Year.

1. HISTORY OF PHILOSOPHY.—The course of philosophic speculation from the earliest period to the present time is traced as carefully as possible during the first half of the session. Three recitations a week.

TEXT-BOOK—Weber's History of Philosophy.

2. METAPHYSICS.—The problem of Being is taken up for direct and systematic study. Three recitations a week.

TEXT-BOOK—Bowne's Metaphysics.

3. THEISM.—In the study of Metaphysics the truths of Theism necessarily appear; but this subject receives a separate and distinct consideration in the closing weeks of the session. Three recitations a week.

TEXT-BOOK—Flint's Theism.

## II. POLITICAL ECONOMY.

This class meets twice a week for seven months of the session. It is usually taken separately from the other classes of the school, and for satisfactory attainments in it a Certificate of Distinction is awarded. The study of some question in practical economics is assigned as parallel work. The book used for this purpose last session is Ely's *The Labor Movement in America*.

TEXT-BOOK—F. A. Walker's Political Economy.

## THE ENGLISH BIBLE.

PROFESSOR KERN.

## Courses.

1. BIBLICAL INTRODUCTION.—Three recitations a week throughout the year.

TEXT-BOOKS—Freeman's Bible Manners and Customs; Outlines of Old Testament History; Robertson's *The Old Testament and its Contents*.

PARALLEL READING—Schaff's "Through Bible Lands."

2. NEW TESTAMENT EXEGESIS AND CHURCH HISTORY.—Three recitations a week throughout the year.

TEXT-BOOKS—Stalker's Life of Christ; The New Testament; Cowan's Landmarks of Church History.

PARALLEL READING—Stalker's Life of Paul; Bernard's Progress of Doctrine in the New Testament.

3. HOMILETICS AND PASTORAL THEOLOGY.—Three recitations a week throughout the year.

TEXT-BOOKS—The Professor's *The Ministry to the Congregation*; Wilcox's *The Pastor Amidst His Flock*.

PARALLEL READING—Deems's *Sermons*.

This department has been established with special reference to the needs of students for the Christian ministry.

From first to last the English Bible is in the student's hands, and he is expected to acquire a general knowledge of its origin and contents, an acquaintance with Biblical antiquities, and some familiarity with right methods of exegesis and the true theory of preaching.

In homiletics, weekly written exercises are required throughout the session.

## PHYSICAL CULTURE.

MR. G. B. LAWSON.

In adding this department to the College, the Trustees had in view two well-established facts:

FIRST. That to maintain the best results in intellectual work, the student must have a healthy, vigorous frame, in order to stand the heavy drain made upon his system by constant mental application.

SECOND. That the period between sixteen and twenty-six years of age furnishes the best opportunity for overcoming hereditary defects, for filling out undeveloped parts of the body, and for building up for the work of life a sound constitution.

To accomplish the first end, students, on entering this department, are divided into classes that meet three times weekly. The instructor sees that they exercise regularly and sufficiently, and yet do not go beyond their strength. The apparatus used for these classes are dumb-bells, clubs, wands, ladders, vaulting-horses, and chest-weights.

The second object is more especially the scientific aim of this department. Each student, on entrance, is measured by the director, and his strength tested in every way by instruments specially made for this purpose. These measurements, compared with the standards taken according to height, show him where he is physically most deficient. To aid him in remedying these defects, the director gives him a card, on which his measurements are given, and the apparatus suited to his needs is named, and the extent of its use indicated. This card—a Physical Culture prescription—is to serve the student as a guide when he is not in the hands of the instructor.

## EXPENSES.

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The necessary expenses for a student in this College are very moderate.

### I. COLLEGE FEES—HALF SESSION.

Matriculation fee, per half session.....	\$ 7 50
Medical fee, per half session.....	3 00
Tuition fees in three or more departments.....	37 50
Tuition fee in one department.....	20 00
Course in the English Bible free.	

Rooms in the College buildings are free. Injury to college property other than usual wear must be paid for by the party causing it.

A charge of \$2.50 per half session will be made for the use of apparatus, bath-rooms, etc., in the Physical Culture department, and a Laboratory fee of \$5 each for material and use of apparatus in the Chemical, Physical and Biological laboratories to students in those courses.

### TERMS OF PAYMENT.

Payment of half-session College fees is required strictly in advance. No tuition fees will be remitted except in cases of severe illness disqualifying the student for work, and then only when more than half a term is lost.

### II. BOOKS, BOARD. ETC.

Text-books and stationery can be obtained in the town at or below publisher's list-prices.

The charges for board per month are as follows :

Meals at private boarding-houses, payable monthly.....	\$9 to \$12.00
Washing, lights and fuel (estimated) " .....	1.50

Board may be obtained in private families, including furnished rooms, meals, washing, lights, fuel, and servants' attention, for \$13 to \$18 per month. Most of the students room in the College buildings.

### RECAPITULATION.

The necessary expenses per half session for board, washing, lights, fuel, matriculation fee, medical fee, and tuition fees in three schools.....	\$95 00
The privileged students (see next page).....	57 50

This is the least possible amount required, exclusive of books, clothing, pocket-money and traveling expenses.

**DAMAGES.**—Any student who may commit damage to the property of the College is expected to report the same and pay the cost of repairs.

In the case of unreported damages, the cost of repairs may be assessed, as a damage fee, upon the whole body of students.

**PRIVILEGED STUDENTS.**—All students preparing for the ministry of any evangelical church are exempt from tuition fees, but are required to pay their matriculation and medical fees. Such students are required to bring the recommendation of the Local Board of Education of the pastoral charge to which they belong, and to give bonds for the payment of their tuition fees in two years after leaving college, which become payable on their failure to devote themselves to the ministry. The sons of itinerant ministers of the Virginia and Baltimore Conferences of the Methodist Episcopal Church South are also educated without charges for tuition.

**DEPOSITARY.**—We advise parents or guardians to deposit with the Treasurer, by draft, check, post-office order or registered letter, the amount of money needed to meet the regular expenses of a student for tuition fees, books and board. *Moneys, except for these objects, will not be received by the Treasurer.* It will then be readily known at home whether a young man is economical or extravagant in his expenditures.

We ask special attention to this item.

**ROOMS AND FURNITURE.**—Rooms in the College buildings are furnished free of rent, but all furniture must be provided by the student. This can be obtained in Ashland new, or more economically, by purchase from some retiring student. Rooms may be engaged in advance.

#### ENDOWMENT.

**THE ROBERT J. ANDERSON MINISTERIAL AID FUND.**—This fund, consisting of \$2,000, was given by Mr. A. H. Anderson, of Greenbrier county, West Virginia, in memory of a son who died in early manhood. The money is loaned to students for the ministry of the Methodist Episcopal Church, South—the borrower giving a note which begins to bear interest at the close of his college course.

**THE MINNIE A. WINCH MINISTERIAL AID FUND.**—By the will of Mrs. M. A. Winch, a Christian woman rich in good works, the sum of \$1,000 was given for the benefit of students for the ministry and sons of ministers at the College. The money is loaned to approved applicants.



THE I. N. VAUGHAN LOAN AND AID MEMORIAL FUND.—This fund, consisting of \$25,000, was established through the liberality of Mrs. Emma Lee Vaughan, in memory of her husband, the late Isaac Newton Vaughan, of Hanover county, Va., a generous friend and patron of the College. The annual income of the fund is to be applied in the form of scholarships and loans, for the benefit of students who may need such assistance, preference being given to young men of Hanover county.

Very considerable additions have in latter years been made to the endowment funds of the College, enabling us to offer increased facilities to the young men who are seeking to prepare themselves for useful and successful lives. Contributions to this fund are investments which will yield rich returns in the benefits conferred on the youth of our own generation and of those who shall come after, and through them on Church and State. It is hoped that those who contemplate such benefactions will embrace the present occasion, when special effort is being made to increase the endowment, and when their example will encourage and stimulate others, and thus multiply the gift. Correspondence upon this subject is solicited.

We would also call the attention of those who desire by legacy to advance the cause of Christian Education, to the advisability of placing their contributions with an institution of established character and permanent and extended field of usefulness. Every addition to its attractions makes preceding gifts more valuable, and the new contribution is in turn more useful because of the foundation laid by previous benefactions. There is no danger that, from insufficient support, the donation may fail to accomplish its beneficent purpose.

FORM OF LEGACY.—“I give and bequeath to the Trustees of Randolph-Macon College, at Ashland, Virginia, the sum of —— dollars, for the benefit of said Institution.”

Gifts of real estate should be made to “the Trustees of Randolph-Macon College,” and attested as similar deeds of gift in other cases.

Applications for rooms or for further information with regard to the College should be addressed to Capt. Richard Irby, Secretary and Treasurer, Ashland, Va.

## CALENDAR.

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### COMMENCEMENT EXERCISES, JUNE, 1899.

Sunday, June 11th, 11 A. M., annual sermon before Y. M. C. A.  
by Rev. J. T. MASTIN, Richmond.

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### FOR SESSION OF 1899-1900.

The session is divided into two terms, with no vacations between them.

Thursday, September 21, 1899, first term begins.

Thursday, February 1, 1900, second term begins.

Thursday, June 21, 1900, session closes.

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### THE ANNUAL DEBATES.

Friday, April 6, 1900, 8 P. M., public debate of Washington Literary Society.

Friday, April 13, 1900, 8 P. M., public debate of Franklin Literary Society.









THE GALE CO.  
N.Y.

RANDOLPH-MACON ACADEMY, BEDFORD CITY, VA.

# CATALOGUE

OF

## Randolph-Macon Academy

BEDFORD CITY, VA.

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*NINTH SESSION.*

1898-1899.

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ANNOUNCEMENTS FOR

1899-1900.



## OFFICERS OF INSTRUCTION AND ADMINISTRATION.

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PRINCIPAL :

E. SUMTER SMITH (Grad. Univ. Va.).

INSTRUCTORS :

CHARLES GRAHAM EVANS, A. M.

BRADFORD KILBY, A. M.

MARVIN EDWARD SMITHEY, A. M.

STEPHEN HENRY TURNER, A. B.

KARL SIGISMUND BLACKWELL, A. M.

DIRECTOR PHYSICAL CULTURE :

CHARLES G. EVANS, A. M.

BUSINESS MANAGER AND TREASURER :

J. GORDON SMITH.

PHYSICIAN :

R. G. O'HARA, M. D.

MATRON :

MRS. M. A. LUCKETT.



## MATRICULATES.

NAME.	PARENT OR GUARDIAN.	STATE.
Arnett, Eugene Willard.....	E. S. Arnett.....	Virginia
Barrow, Arthur.....	W. H. Barrow.....	Virginia
Barton, Frank Stone.....	F. Barton.....	Virginia
Bernard, John Bruce.....	W. P. Bernard.....	Virginia
Biggs, William Davis.....	G. N. Biggs.....	West Virginia
Boon, Peyton Terry.....	C. T. Boon.....	Virginia
Brodwater, Joseph Royall.....	Mrs. J. E. Brodwater.....	Virginia
Calliham, Phares William.....	Mrs. M. E. Simmes.....	Louisiana
Carroll, Charles Wesley.....	Rev. John W. Carroll.....	Virginia
Chapman, James Thomas.....	B. P. Chapman.....	Virginia
Connelly, Emory Hale.....	W. H. Connelly.....	Virginia
Corprew, Edwin Elorin.....	B. Corprew.....	Virginia
Cutler, Lycurgus Henry, Jr.....	L. H. Cutler.....	North Carolina
Dalby, Lewis Preston.....	Mrs. A. E. Dalby.....	Virginia
Dewey, George Steele.....	Charles Dewey.....	North Carolina
Douglas, Alexander Shuford.....	Mrs. K. L. Douglas.....	Texas
Dulaney, Harry Kennedy.....	H. S. Dulaney.....	Maryland
Dulaney, Arthur Sim.....	H. S. Dulaney.....	Maryland
Earns, Harry Augustus, Jr.....	H. A. Earns.....	Mississippi
Eggleston, John Redd.....	G. F. Eggleston.....	Virginia
Ellett, John Anderson.....	Mrs. A. C. Ellett.....	Virginia
Ezell, George Gregg.....	Dr. W. R. Ezell.....	Virginia
Fergusson, Everett Morgan.....	W. T. Fergusson.....	Virginia
Gove, Samuel Millman.....	R. E. Gove.....	New York
Graves, Edward Charlton.....	Edward Graves.....	District of Columbia
Graves, Huntley Vannost.....	Edward Graves.....	District of Columbia
Green, Charles Edward.....	Mrs. M. E. Green.....	Virginia
Hargraves, Hugh Holliday.....	Capt. L. P. Hargraves.....	Virginia
Hatcher, Walter Wilbert.....	E. D. Hatcher.....	Virginia
Hicks, John.....	R. H. Hicks.....	Texas
Holloway, Henry Wert.....	Mrs. A. S. Holloway.....	Virginia
Hope, Sam Peek.....	S. S. Hope.....	Virginia
Hopkins, Glenn Duval.....	Mrs. B. C. Hopkins.....	Virginia
Howe, Osgood Madison.....	W. K. Howe.....	South Carolina
Humphreys, Ormond.....	R. G. Davis.....	Virginia
Jameson, Waller.....	M. C. Jameson.....	Virginia
Jarvis, William Ernest.....	T. H. Jarvis.....	Virginia
Johnston, Jack.....	Hon. J. W. Johnston.....	Virginia
Jones, James Thomas.....	J. B. Jones.....	Virginia
Kellam, Vernon Hope.....	A. E. Kellam.....	Virginia
Lewis, Raymond Henry.....	A. T. Lewis.....	Maryland

NAME.	PARENT OR GUARDIAN.	STATE.
Mann, Arthur Seldon.....	S. E. Mann.....	North Carolina
McKinney, Madison Beattie.....	Mrs. M. B. McKinney.....	Virginia
McNeal, Joseph Roscoe.....	J. G. McNeal.....	North Carolina
Miller, James Irving.....	G. F. Miller.....	West Virginia
Miller, Charles Frederick.....	G. F. Miller.....	West Virginia
Moon, Henry St. George.....	E. D. Moon.....	Virginia
Mosby, Robert Quarles.....	W. H. Mosby.....	Virginia
Myers, Frank Allen.....	J. A. Myers.....	Texas
Organ, Fred.....	Miss C. A. Johnson.....	Indiana
Orton, Thomas Harry, Jr.....	T. H. Orton.....	Virginia
Parsons, John Russell.....	Julius Parsons.....	Virginia
Peatross, Garnett.....	Maj. R. W. Peatross.....	Virginia
Petree, Walter.....	W. C. Petree.....	Virginia
Poindexter, Eldridge Watts.....	J. D. Poindexter.....	Virginia
Powell, James Gholson....	Dr. R. S. Powell.....	Virginia
Powell, Richard Addison.....	Dr. R. S. Powell.....	Virginia
Powers, Carroll Myrtle.....	Mrs. S. M. Read.....	Texas
Price, Samuel Davis.....	Dr. S. H. Price.....	Virginia
Price, Howard Epes.....	Dr. S. H. Price.....	Virginia
Quarles, Eldred Bailey.....	Mrs. G. W. Quarles.....	Virginia
Riley, Madison Monroe, Jr... ..	Rev. M. M. Riley, D. D....	South Carolina
Rowe, George Washington.....	J. W. Rowe.....	Virginia
Rupp, James Norman.....	W. H. Rupp.....	District of Columbia
Russell, James Hendrick.....	E. H. Russell.....	Virginia
Saunders, Carter Temple.....	Capt. Fleming Saunders.....	Virginia
Saunders, William Blair.....	W. E. Saunders.....	Texas
Savage, Simkins.....	Capt. P. W. Savage.....	Virginia
Sawyer, Walter Wesley.....	J. L. Sawyer.....	North Carolina
Schoolfield, James Edwin, Jr.....	Rev. J. E. Schoolfield. ....	Virginia
Seward, Eugene Harold.....	E. H. Seward.....	Virginia
Shackford, Theodore Burnham.....	Rev. J. W. Shackford.....	Virginia
Skinner, James Costen.....	Hon. T. G. Skinner.....	North Carolina
Skinner, Thomas Gregory.....	Hon. T. G. Skinner.....	North Carolina
Smith, Lawrence Amos.....	Mrs. E. A. Smith.....	Maryland
Smith, Edwin James.....	A. C. Smith.....	Virginia
Smithey, William Royall.....	Mrs. W. R. Smithey.....	Virginia
Smithey, Frank Rosser.....	Mrs. W. R. Smithey.....	Virginia
Snyder, Robert.....	J. G. Snyder.....	Ohio
Stuart, Richard Henry, Jr.....	Dr. R. H. Stuart.....	Virginia
Stuart, Frank Smalley.....	Dr. R. H. Stuart.....	Virginia
Sunderland, Willard B.....	D. G. Sunderland.....	South Carolina
Sutton, Julian Rush.....	W. H. Whitman.....	Virginia
Taliaferro, Henry Garland.....	Hon. W. G. Taliaferro.....	Texas
Tilman, Paul Trevilian.....	J. N. Tilman.....	Virginia
Trent, Bruffey.....	C. C. Trent.....	Virginia
Turner, Virginus Rudder.....	W. B. Turner.....	Virginia
Turner, James Henry.....	J. S. Turner.....	Mississippi

NAME.	PARENT OR GUARDIAN.	STATE.
Turpin, Frank.....	B. P. Watson.....	Virginia
Tufts, Orrie Hancock.....	O. Tufts.....	Virginia
Twiford, James, Jr .....	James Twiford.....	Virginia
Upshur, Caleb Littleton....	Mrs. A. J. Upshur.....	Virginia
Vaughan, Ritchie Walton.....	Mrs. E. L. Vaughan.....	Virginia
Vaughan, George Franklin.....	Mrs. E. L. Vaughan.....	Virginia
Verdier, Charles Edwin.....	Mrs. S. M. Verdier.....	Virginia
Vest, James Marshall.....	Mrs. J. H. Hatcher.....	Virginia
Wall, Joel Watkins.....	J. H. Wall.....	Virginia
Wallace, David Middleton.....	C. G. Wallace.....	Virginia
Walters, John Porter.....	Mrs. A. J. Walters.....	Virginia
Williams, James Nelson.....	L. E. Williams.....	Virginia
Winn, James Arthur.....	J. E. Winn.....	Virginia
Wood, Charles Parkinson.....	D. P. Wood.....	Virginia
Woodhouse, Horatio Cornick.....	Jonathan Woodhouse.....	Virginia
Woodhouse, John Shephard.....	Jonathan Woodhouse.....	Virginia
Woodhouse, Edward James.....	R. W. Woodhouse.....	Virginia
Wyche, John Ira.....	B. W. Wyche.....	Virginia

## HONORS.

### ROLLS OF HONOR, JUNE, 1898.

FOR CONDUCT.—The following students of the session of 1897–98, having given no occasion for criticism of their moral conduct, and having received no demerits for tardiness, idleness or disorder during the entire session, are entered upon the records of the Academy as constituting the Roll of Honor for Conduct for that session:

Barton,	Hopkins,	Saunders, W.,
Barrow,	Jeter,	Saunders, C.,
Bradford,	Kellam, H.,	Shackford,
Burge,	Kellam, W.,	Spradlin,
Carder,	Marsh,	St. Clair,
Cralle,	McNeal,	Taylor,
Dickseid,	McNeal,	Tufts,
Fleetwood, P.,	Nicholson,	Twiford,
Green,	Parker,	Via,
Hall,	Parsons,	Winn,
Holman,	Poindexter,	Woodhouse, C.
Holloway,	Powell,	

FOR STUDY.—The following students of the session of 1897–98 completed all the work assigned them for the year *with distinction in each class*, and are entered on the records of the Academy as constituting the Roll of Honor for Study for that session:

Barton,	Hopkins,	Riley,
Barrow,	Jameson,	Sanders,
Cralle,	Johnson, W.,	Saunders, W.,
Davis,	Kellan, H.,	Shackford,
De Shazo,	Kellan, W.,	Sutton,
Dickseid,	Knobeloch,	Taliaferro,
Fitzgerald,	McNeal, W.,	Taylor,
Fleetwood, H.,	McNeal, R.,	Twiford,
Green,	Miller,	Verdier,
Hall,	Nicholson,	Via,
Holloway,	Parsons,	Wharton,
Holmes,	Poindexter,	Winn.

SPECIAL SUCCESS.—The following student of the session of 1897–98 having passed all their examinations with an average mark of ninety-five per cent. or over, are deserving of special mention :

Barton,	Kellam, H.,	Poindexter,
Barrow,	Knobeloch,	Saunders, W.,
Fitzgerald,	McNeal, W.,	Shackford.
Holloway,		



## MEDALISTS, JUNE, 1898.

## WASHINGTON LITERARY SOCIETY.

Debater.....	J. J. Bradford.....	Virginia
Disclaimer.....	G. W. M. Taylor.....	Virginia

## FRANKLIN LITERARY SOCIETY.

Debater.....	W. E. Wood.....	North Carolina
Disclaimer.....	E. G. Via.....	West Virginia

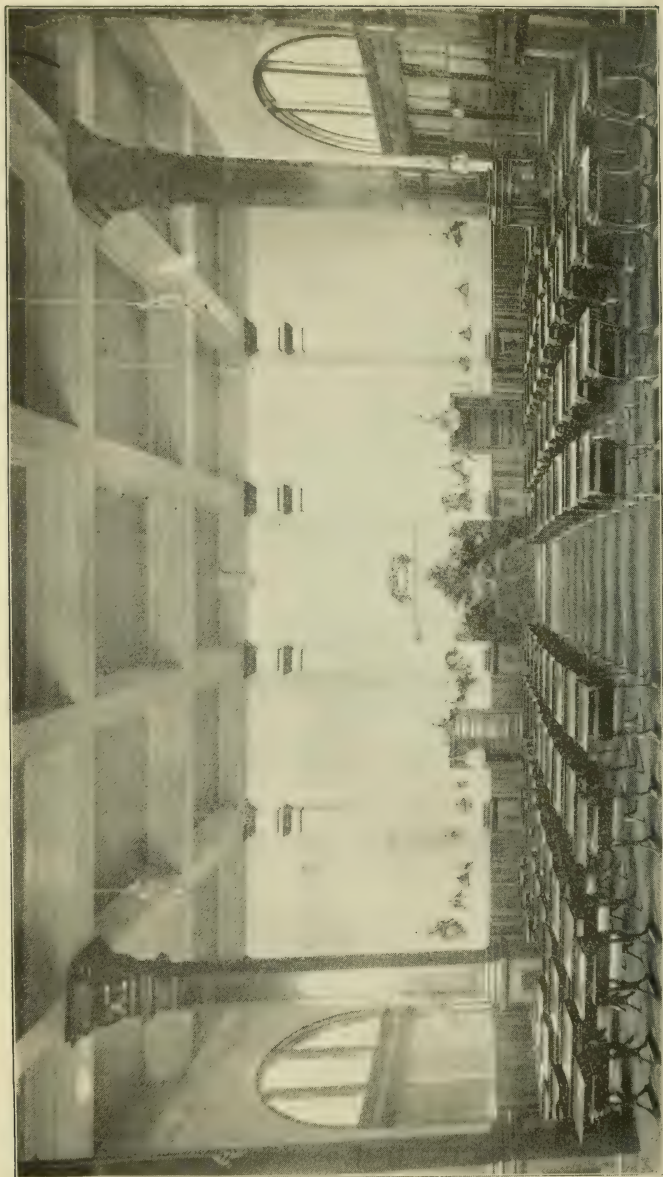
## BRADBURY SENIOR SCHOLARSHIP MEDAL.

William Burton McNeal.....	North Carolina
William Boulden Saunders.....	Virginia

## PRINCIPAL'S JUNIOR SCHOLARSHIP MEDAL.

Lee Edwin Barrow.....	Virginia
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STUDY HALL, RANDOLPH-MACON ACADEMY.

## ANNOUNCEMENTS.

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### GENERAL INFORMATION.

This institution is the product of an effort at a distinct advance in educational enterprise in the South.

**The Field.** It is distinctively an Academy, with no ambition to be a college in name, or to do college work in fact, but, choosing the field between the preparatory home school and the real college course, it purposes to prepare youths for college or university, under the most wholesome moral influences.

In view of the fact, however, that a majority cannot, or will not, prosecute their education to a college degree, and that their entire educational preparation for life will be completed at the Academy, there have been added to those studies strictly required for satisfactory entrance at college, such extensions or practical applications of the previous work as are deemed best adapted to complete their equipment for business life.

**The Purpose.** Believing this to be a most important work, and worthy of as much care and effort as that of a college or university, the projectors of the Randolph-Macon Academy determined to plan an institution to do it as perfectly as human fallibility would allow. The question of expense was not allowed to thwart their purpose. The garment was not to be "cut according to the cloth," but cloth was to be procured sufficient to make the desired garment. An Academy was to be built which would lack nothing that seemed important for the work proposed. They undertook to find, not merely a good site, but the best that patient study of desirable locations in Virginia should disclose ; to secure not merely a good plan, but the best the architectural talent of the United States could furnish ; to have the buildings erected in the best possible manner ; to arrange a plan of instruction and administration thoroughly adequate to the end proposed ; and to provide, with all the resources in their power, the best corps of instructors to carry out their purpose of making ideal schools.



**Location.** The Academy is situated in that favored section of Piedmont Virginia, on the Norfolk & Western Railroad, midway between Lynchburg and Roanoke, and within half a mile of the Post Office, Telegraph Office, and business houses of Bedford City ; four daily passenger trains stop at the new depot adjoining the Academy grounds. Close connections are made with the Southern, Chesapeake & Ohio, and other systems. The grounds comprise thirty acres, ascending from the railroad to a commanding crest, upon which the buildings are located. On all sides a panorama of beauty spreads out before the eye, dominated by the majestic Peaks of Otter, nine miles distant. From the celebrated Peak's Spring, high up on its sides, pipes convey that pure and delightful water to each floor of the Academy building.

**The Buildings.** The attractiveness of the buildings, upon which \$80,000 has been expended, is not exaggerated by the illustrations. "Beyond the representation on paper" is the report of a visitor, and this echoes the general opinion of those who have inspected them. "One of the handsomest and most complete in the country;" "A more complete and beautiful building I have never seen;" "A perfect gem;" "The most perfect school buildings we have ever seen;" "The most thoroughly equipped and most modern academy building, to our knowledge, in the United States," are quotations taken almost at random from accounts written by correspondents for the press, as they have visited the institution.

**Special Features.** 1. THE STUDY HALL, 60x65 feet, 22-foot pitch, with 250 single desks. Here all recitations are prepared. A teacher presides to preserve order and assist students in this preparation, during which no classes are heard in the room. From this hall doors lead to eight adjacent recitation-rooms.

2. THE LARGE SEMI-BASEMENT ROOM beneath the Study Hall, 60x65 feet, was designed simply as a great play-room, for healthful sports in rainy, muddy, wintry weather.

3. THE PHYSICAL CULTURE WING is a building 40x80 feet, containing a Gymnasium, with "Sargent" apparatus, bath-room, with hot and cold water, lockers, etc., all in charge of a specially-trained director, who conducts the exercises on scientific principles to develop the body of the student and to give it robustness, symmetry and grace.

4. THE WATER ARRANGEMENTS supply hot and cold water throughout the buildings; fire-plugs and hose reach every room on each floor.

5. THE HEATING is done by steam, and fresh warm air is driven by fans through the house, ventilating as well as heating, by the system adopted for the United States Capitol at Washington and considered the best known to our times.

6. THERE IS NO NEED OF AN OIL LAMP IN THE HOUSE. More than three hundred Edison incandescent electric lights illuminate the building from basement to garret. This light is steady and uniform, and has been found by actual test to be an excellent one for students. The fact that there will be no smoking wicks nor dingy chimneys to strain the pupil's eyesight, nor exploding lamps to endanger his life, is of great interest to parents. There is no need of kerosene or match in the buildings.

7. THE DORMITORIES are high-pitched airy rooms, each, without exception, with windows opening to the outside air and sunlight. Only two students occupy a room, and each has his separate bed. Special infirmary rooms are provided. Each student-room is furnished with a nice oak set—two single bedsteads, beds and pillows, a bureau, washstand and chairs. Pupils furnish their own blankets, sheets, pillowcases and towels.

8. THE DINING HALL is 40x60 feet, with pantries and store-rooms adjoining, and the kitchen is fitted with the best "French" range. Special effort is made to have the fare abundant, wholesome sufficiently varied, properly cooked and nicely served.

9. THE YOUNG MEN'S CHRISTIAN ASSOCIATION HALL is one of the largest and handsomest rooms in the building. Prominence is given this most valuable organization in the school work.

10. THE PARLOR, RECEPTION AND READING ROOMS on the first floor, sufficient to hold all the students at once, show that their social life is not neglected.

A correspondent of a Knoxville (Tenn.) paper writes of the building: "It would be difficult to find or even imagine a more charming site for an institution, and hard to point out any defect in the plan and appointments of the edifice."

**Plan.** Two important special features of this school are:

1. *Large classes are divided and heard in sections of not more than fifteen pupils.*

2. *An extra teacher presides in the Study Hall, to preserve order and assist students in the preparation of their lessons.*

This division of classes into sections (requiring more teachers) and the employment of additional teachers for the supervision of the Study Hall add to the cost of conducting our school, but are necessary to the best results.

**Principles of Government.** Without firm discipline, based on strong and clear convictions of right, and administered in the spirit of kindly sympathy, no boarding-school deserves to succeed. The rules of Randolph-Macon Academy are few, and only such as are necessary to the well-being and the success of the student. They are enforced with impartial certainty.

**Conscience and Honor Cultivated.** Formal rules are not relied upon for the regulation of moral conduct. Reverence for God and trust in Him are presented as the foundations of character, and the day's work is begun and ended with worship, which all attend. In morals the broad, general principle that every student is to be a young gentleman of honor, truthfulness, and absolute honesty, is insisted upon. To develop and foster this spirit among the students, to make the moral atmosphere not only wholesome but invigorating and uplifting, is the first and greatest aim of the Principal and his associates.

**The Persistently idle or vicious excluded.** If any pupils are found to be obstacles to this result, earnest efforts will be directed to their reformation, but will not be long continued if satisfactory results do not show themselves. The contamination of many will not long be risked for the sake of one, and a vicious or idle pupil who cannot be moved to honest effort at self-improvement in a few weeks after his entrance, will be returned to his home, where his influence may be less injurious. Brilliant success is not demanded of pupils, but honest effort is insisted upon.

Lest anyone should be overlooked, each teacher has special oversight of a portion of the pupils, and is responsible for their diligence in study and propriety of conduct.

**Minor Rules of Order.** Under the general principles outlined above, such specific regulations as may be necessary to good order and good work are prescribed, and kind but effective measures are taken to secure obedience. Boys are not allowed to frequent the town at will, nor to be out of the house at night. Demerits are given and penalties exacted for lack of punctuality and for disorder. Offenses against morals are put upon a different basis. Honor



and truth are held sacred, and constantly magnified in the management of the school.

The proper object of disciplinary regulations in schools is not simply nor chiefly the preservation of order, but the formation of correct habits and the establishment in the student's heart of right principles of action. *Character* is the chief product of education.

**Rolls of Honor.** Students conforming to all the rules of conduct and order are entered on the Academy Records, and are honored in reports and by other marks of approbation and confidence.

Those whose diligence in study enables them to reach a high grade of scholarship are similarly recorded on the Roll of Honor for Study.

**Don't.** Parents are requested not to supply students with excessive amounts of pocket-money. A small regular monthly allowance is helpful ; an unlimited supply is ruinous. The sending of boxes with rich food, sweets, etc., should be confined to rare occasions. The ensuing frolic is generally at the expense of health and of progress in study.

Don't communicate with the principal through your sons. Write to him directly.

Don't allow your sons to exceed the time allowed for holiday at Christmas. It works irritating disorganization and puts your boy in a wrong position.

**Reports.** Reports of the conduct and progress of students are sent to their parents or guardians each five weeks of the session.

*Students are required to attend on Sunday morning the church preferred by their parents.*

*Cigarette smoking is not allowed.*

**Societies.** Literary Societies organized among the students offer incentives and present opportunities for the acquirement of skill in public speaking. Medals and public honors are awarded by them on the public day at the close of the session.

A branch of the College Young Men's Christian Association has been organized and successfully conducted by the students. Regular weekly meetings are held in its commodious room.

**Athletics.** Besides the large and well-equipped gymnasium and wet-weather play-room, ball-grounds and tennis-courts offer full vent for youthful spirits and vigor. The exercises of "Field Day" are enjoyed by great crowds, and the exploits of the competing athletes are remembered by students with the admiration which always



attaches to manly force and skill. For voluminous information on these subjects, address any student.

**Officers and Teachers.** So important a work and so expensive a plant are not to be entrusted to incompetent or inexperienced hands. It has been the policy of the school to secure the best teachers, to pay them adequate salaries, and to reward increased efficiency by increased compensation.

It is expected of these teachers that they shall, by precept and example, maintain a high standard of honor and integrity of conduct, of systematic diligence in study and of conscientious performance of duties. The formation of a noble character is to be kept ever before them as the object of school discipline and the best reward of their labors. They must keep in close contact and sympathy with their students.

**Doctor and Matron.** Believing that careful skilled supervision of sanitary arrangements and daily medical attention will be greatly conducive to the health of students, we have elected a physician of repute and experience to take charge of these matters. He is present every morning to be consulted by any student who may be indisposed, to attend all cases of sickness in the Academy, and to supervise the sanitary arrangements of the institution. This medical attendance, which costs each student but \$2.50 per term, diminishes the apprehensions of parents and teachers, and either prevents serious sickness or limits the expense of it to \$5.00 a year.

The matron gives careful attention to all the needs of the boys, provides delicate food in cases of sickness, sees that the rooms are kept clean and well ventilated, looks after clothing, etc. The ladies of the house strive to make the Academy home-like in every way, and add much to the culture, refinement and happiness of our school life.

## COURSE OF INSTRUCTION.

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This was fixed originally, after the most careful consideration, by the faculty of Randolph-Macon College, assisted by the practical suggestions of able and experienced teachers of preparatory schools. It has since been carefully revised, and has received such improvements from time to time as further experience has suggested. The suggestions of the "Committee of Ten" are given due consideration and weight.

The course embraces:

1. PRIMARY STUDIES.—Reading, Writing, Spelling, Geography, English Grammar.
2. HISTORY.—United States, England, France, Greece, Rome, Bible History.
3. LANGUAGES.—English, Latin, Greek, French, German (preparatory to college classes).
4. MATHEMATICS.—Arithmetic, Algebra, Goemetry, Practical Surveying, Determinants.
5. SCIENCE. — Physical Geography and elementary courses in Natural History, Physiology, Physics, Chemistry.
6. ARTS.—Drawing, Music.
7. PHYSICAL CULTURE.—Sargent System: Gymnastic Apparatus and Drills.

These subjects are distributed over a period of five years, the classes in succession being known as First Form, Second Form, etc. The student completing the Fourth Form work is prepared to enter college. Special reasons may prevent that or may make it desirable for him to remain longer at the Academy. For such the Fifth Form offers a concluding course. Students are assigned after conference to the forms for which they are prepared, and may take parts of different forms when unequal preparation calls for it. Many enter as high as the Third Form, but all who thus apply for advanced work must be prepared to show a sound knowledge of the subjects taught in the preceding forms.

The work by classes and by courses is given below.

## I. CLASSES AND TEXT-BOOKS.

FIRST FORM.—*Orthography*: Gilbert's School Studies in Words. *Penmanship*: Lessons by Instructor. *English*: Abbott's Parts of Speech, McGuffey's Fourth Reader and Selected Classics, Composition. *Mathematics*: Wells' Academic Arithmetic. *Geography*: Maury's Manual. *History*: Eggleston's United States History. *Science*: Bert's First Lessons in Science. *Physical Culture*: Gymnasium and Drill.

SECOND FORM.—*Orthography*: Gilbert's School Studies in Words. *Penmanship*: Lessons by Instructor. *English*: Reed and Kellogg's Higher Lessons in English, Selected Readings, Composition. *Mathematics*: Wells' Academic Arithmetic. *History*: Montgomery's England, Church's Bible History. *Science*: Maury's Physical Geography, Martin's Briefer Course in Physiology. *Latin*: Bingham's Grammar, Viri Romæ. *Physical Culture*: Gymnasium and Drill.

THIRD FORM.—*Orthography*: Gilbert's Graded Test-Speller. *Penmanship*: Lessons by Instructor. *English*: Genung's Outlines of Rhetoric, Select Readings. *Mathematics*: Wentworth's Higher Algebra. *History*: Fyffe's History of Greece, Creighton's Rome. *Science*: Gage's Physics. *Latin*: Bingham's Grammar, Viri Romæ, Cæsar, Exercises. *Physical Culture*: Gymnasium and Drill.

FOURTH FORM.—*Etymology*: Swinton's Word Analysis. *Penmanship*: Lessons by Instructor. *English*: Genung's Complete Rhetoric, Genung's Rhetorical Analysis, Strang's Exercises, Meiklejohn's Literature, Selected Classics. *Mathematics*: Wells' Geometry, Wentworth's Algebra. *History*: Smith's Bible History. *Science*: Remsen's Chemistry. *Latin*: Cæsar, Cicero's Orations, Bingham's Grammar, Exercises. *Greek* (optional): Harkness' First Greek Book, Anabasis, Calvert's School Readings in Greek. *German*: Whitney's German Grammar, Whitney's German Reader. *French*: Otto's Grammar, Joynes' French Reader. *Physical Culture*: Gymnasium and Drill.

FIFTH FORM.—*English*: Genung's Complete Rhetoric, Genung's Rhetorical Analysis, three plays of Shakespeare. *German*: Whitney's Grammar, Selections from Schiller, Scheffel, etc. *French*: Otto's Grammar, Selections from Scribe, Racine, Molière, Corneille. *Latin*: Cicero's Orations, Vergil's Æneid, Gildersleeve's Latin Grammar, Exercises. *Mathematics*: Crittenden's Commerical Arithmetic, Wentworth's Algebra, Wells' Solid Geometry, Peck's Determinants. *Sur-*

veying, with use of instruments. *Science*: Remsen's Elementary Chemistry and Laboratory Manual. *Political Economy*: Walker's Elementary Course. *Governmental Science and Business Usages*: Young's Government Class Book. *Review* of subjects in other forms, in which the student is deficient or desires to attain special proficiency.

It should be stated that the text-books named in the above are subject to change should the teachers in charge find better ones before the opening of the session. They are given only to indicate more clearly the character of the work required in each form.

## II. OUTLINE OF COURSES.

### I. ORTHOGRAPHY.

There are five classes in Orthography. Each class recites five times a week. The course is begun with the simplest words in the language. Careful attention is given to pronunciation and to definition. In the third year the more difficult words are studied, and in the fourth and fifth a careful study of words derived from Latin, Greek and Anglo-Saxon completes the course.

TEXT-BOOKS—First and Second Years: Gilbert's "School Studies in Words."

Third Year: Gilbert's "Graded Test Speller."

Fourth and Fifth Years: Swinton's "Word Analysis," and Webster's or Worcester's Academic Dictionary.

### II. READING AND GEOGRAPHY.

Reading and Geography are completed in one year.

TEXT-BOOKS—Reading: McGuffey's Fourth and Fifth Readers and Selected Classics.

Geography: Maury's Manual.

### III. PENMANSHIP.

Lessons in Penmanship are given by an instructor. The principles are studied, and every student is required to copy daily from assigned exercises. As an encouragement to diligence, the students are given the privilege of exemption from practice as soon as they acquire a fixed legible style, satisfactory to the instructor.

### IV. ENGLISH.

Randolph-Macon College was the pioneer of the advanced study of English in the South. The same rigid work in preparatory studies



formerly done at the college is required at the Academies. There are four classes. Each recites five times a week.

FIRST YEAR.—Students are started in the Parts of Speech, and, during the entire year, are taught “old-fashioned” parsing. They are required to write weekly exercises and to read several English Classics as parallel, such as *Robinson Crusoe* (DeFoe) and “*Legend of Sleepy Hollow*” (Irving).

TEXT-BOOK—Abbott’s “Parts of Speech.”

SECOND YEAR.—Having completed satisfactorily the work of the first year, students take up the study of Analysis. Constant practice in diagramming is required, and the leading principles of Syntax are mastered. Letter writing and work in original composition receive careful attention, and each student has to write at least one exercise a week. These exercises are corrected, returned and discussed before the class. Parallel reading will be such as “*Roger de Coverley*” (Addison), Franklin’s *Autobiography*, “*Lady of the Lake*” (Scott), and “*The House of Seven Gables*” (Hawthorne).

TEXT-BOOKS—Reed and Kellogg’s “*Higher Lessons in English*.”

THIRD YEAR.—Students continue the study of Analysis, taking up the more difficult constructions. Careful attention is given to the study of the Participle, of the Infinitive, and of Elliptical Constructions. Selections from the prose of Addison, Macaulay, Scott, and Dickens, and from the poetry of Longfellow, Byron, Keats, and Shelley are assigned for written analysis.

Rhetoric is begun, and the principles studied are applied in frequent written exercises. Parallel reading will be such as “*Sketch Book*” (Irving), “*Ivanhoe*” (Scott), “*David Copperfield*” (Dickens), and “*Rasselas*” (Johnson).

TEXT-BOOK—Genung’s *Outlines of Rhetoric*.

FOURTH YEAR.—Students complete the work of Analysis, analyzing extracts from Shakespeare and other dialogues. Rhetoric is continued, and Shakespeare’s plays and English Literature are taken up. Each student is required to write an essay of five pages each month of the first term. The second term is devoted to practical work in Composition, and careful attention is given to the development of style. The parallel reading will be such as “*Childe Harold*” (Byron), “*In Memoriam*” (Tennyson), “*Virginians*” (Thackeray), “*Adam Bede*” (Eliot), and “*Gulliver’s Travels*” (Swift).

TEXT-BOOKS—Genung’s *Rhetoric*, Genung’s *Rhetorical Analysis*, Meiklejohn’s *Literature*, Strang’s *English Exercises*.

## V. LATIN.

This is regarded as a foundation study for mental discipline and is most carefully taught. In the lower classes there is constant drill in forms, and frequent written exercises are prescribed. As the students advance, they are drilled in Syntax and in analysis of texts read. There are four classes. Each recites five times a week.

FIRST YEAR.—Thorough study of Forms, and Reading.

TEXT-BOOKS—Bingham's Grammar to Syntax. Viri Romæ.

SECOND YEAR.—Review of Forms, Syntax to Subordinate Sentences, reading and exercises.

TEXT-BOOKS—Bingham's Grammar; Viri Romæ; Cæsar.

THIRD YEAR.—Review of previous work, Syntax completed, reading and exercises.

TEXT-BOOKS—Bingham's Grammar, Cæsar's Gallic War, and Cicero's Orations.

FOURTH YEAR.—Syntax reviewed, reading and exercises.

TEXT-BOOKS—Gildersleeve's Grammar, Gildersleeve's Exercise Book, Cicero's Orations (completed), Vergil's Æneid, White's English-Latin Dictionary.

## VI. GREEK.

Greek is taught but one year. Thorough drill is given in forms. The principles of accent and of contraction, and a general course in Syntax, are carefully taught. About one hundred and fifty pages of Greek, and English translations of the Iliad and the Odyssey are read. An essay of eight pages on the Iliad is required.

TEXT-BOOKS—Harkness' First Greek Book; Fables; Calvert's Readings in New Testament; Anabasis.

## VII. GERMAN.

There are two classes in German. Each class meets five times a week.

FIRST YEAR.—The forms are mastered and the elements of Syntax are studied and applied in semi-weekly exercises. Reading is begun after the twentieth lesson in the Grammar.

TEXT-BOOKS—Whitney's Grammar; Whitney's Reader; German History; "Life Among Germans."

SECOND YEAR.—Syntax is studied in detail, and exercises are written twice a week. Reading is continued. In the second term

special attention is given to the history and to the etymology of the language.

TEXT-BOOKS—Whitney's *Grammar*; Goethe's "*Hermann und Dorothea*;" Schiller's "*Jungfrau Von Orleans*;" Heyse's "*Die Einsamen*," and "*Anfang und Ende*;" Goethe's "*Faust*."

### VIII. FRENCH.

There are two classes in French. Each class meets five times a week.

FIRST YEAR.—Forms are mastered and Syntax is studied to the Pronoun. Special attention is given to pronunciation and to translation by ear. Exercises are written twice a week, and selections from various authors are read.

TEXT-BOOKS.—Otto's *French Grammar*; Joynes-Otto's *French Reader*.

SECOND YEAR.—Grammar is completed. Exercises twice a week. Four plays in prose (selected from the writings of Scribe, Girardin, Labiche, and Martin), "*Athalie*" (Racine), "*Le Cid*" (Corneille), and "*Le Misanthrope*" (Molière), are read. In the second term, outlines of the history and the literature of the language are given. Special attention is given to reading and writing French at sight and to translating by ear.

TEXT-BOOKS.—Otto's *Grammar*; Bocher's "*Series of Plays*," No. 1; Joynes' "*Select Classic Plays*."

### IX. MATHEMATICS.

This is a foundation study peculiarly suited to develop the reasoning faculties, and most careful attention is given to this subject in all the branches taught. The most thorough work is required in each lower class, as the condition of entrance into a higher. Original work is required both in class and in examinations. There are five classes. Each recites five times a week.

FIRST YEAR.—Wells' *Arithmetic*.

SECOND YEAR.—Wells' *Arithmetic* (completed).

THIRD YEAR.—Wentworth's *Higher Algebra*.

FOURTH YEAR.—Wells' *Plane Geometry*, Wentworth's *Higher Algebra*.

FIFTH YEAR.—Wentworth's *Algebra* (completing Series, Permutations, Combinations, Probability, and solution of Higher Equations), Peck's *Determinants*, Wells' *Solid Geometry*, *Surveying* (Lectures), Crittenden's *Commercial Arithmetic* (special).

## X. SCIENCE.

To develop habits of observation, a liberal course in Science is given; and, as far as possible, laboratory work is required in the more advanced classes. There are five classes. Each recites five times a week.

FIRST YEAR.—Bert's First Lessons in Science.

SECOND YEAR.—First Term: Maury's Physical Geography. Second Term: Martin's Physiology (Briefer Course).

THIRD YEAR.—First and Second Terms: Gage's Introduction to Physics.

FOURTH YEAR.—First Term: Remsen's Chemistry. Second Term: Remsen's Chemical Analysis, Laboratory Work.

FIFTH YEAR.—First Term; Young's Government Class Book. Second Term: Walker's Elementary Political Economy.

## XI. HISTORY.

There are four classes in History. Each recites five times a week. In the more advanced classes, special attention is given to the philosophy of history, and effort is made to develop in students the habit of seeking the cause of events in one age in the events of preceding ages.

TEXT-BOOKS.—First year: first term, Eggleston's History of the United States; second term, Magill's History of Virginia. Second year: first term, Montgomery's History of England; second term, Montgomery's History of France. Third year: first term, Fyffe's Greece; second term, Creighton's Rome. Fourth year: first and second terms, Smith's Bible History.

## XII. PHYSICAL CULTURE.

Every student, unless prohibited by the resident physician, must take the course of physical culture, under the director, in the gymnasium as long as he remains in school. These exercises are deemed necessary for his development, and hence are provided. The gymnasium is fully equipped with all necessary apparatus, and a competent instructor directs the exercises. Out-door sports are encouraged as sports, not as spectacles, and are under the supervision of the director of the gymnasium.



## FINANCIAL.

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It will naturally be expected that such unusual advantages will be very costly. Owing, however, to the fact that the buildings have been largely free contributions, that there are no rents, taxes or dividends to be paid, they are offered at about the usual prices of boarding schools in Virginia.

### EXPENSES.

For matriculation, board, tuition, light and fuel, for half-session.....	\$103 75
For medical attention, physical culture and use of gymnasium.....	5 00
For washing, half-session.....	6 25
	\$115 00
Total expenses for half-session.....	\$115 00

☞ Students for the ministry of any evangelical church, and sons of ministers of conferences contributing to the funds of Randolph-Macon, pay \$77.50 per half-session. All fees payable in advance.

The proportionate part of board paid will be refunded when students leave through necessity, or at our instance.


Should a student leave without good cause, the Academy reserves the right to refuse any reimbursement of fees.

Our aim is not to make money, but to establish a great school, and to do the greatest possible good to the largest possible number. We hope to see many benevolences in the form of free scholarships, free libraries, and endowed aids of all sorts gather around the Academy to multiply its advantages and place them within the reach of all. We shall be glad to become the dispenser of the benefactions of such friends of education as appreciate our enterprise.

BOOKS AND STATIONERY will be furnished at the Academy at publishers' prices. For these it is well to make a deposit of \$10 upon entrance. This is held subject to the student's order. To reduce this expense as much as possible, the student should bring with him all the books he may have, which are likely to be of use.

CLOTHING, ETC.—Ordinary school clothing should be warm, strong and inexpensive. Gymnastic suits for exercise will be bought for students at wholesale cost by the director of the Physical Culture Depart-

ment. *No clothing will be received for the weekly wash which is not plainly marked with the owner's name.*

 Each student occupies a bed to himself, and should bring with him two pairs of sheets, blankets and bedspread of suitable size for a single bed; also one pair of pillowslips, towels, and a clothes-bag.

These articles can be purchased after arrival at the Academy if desired.

The Principal will take pleasure in answering questions not fully met by the foregoing statements.

## CALENDAR.

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### COMMENCEMENT EXERCISES, 1899.

Sunday, June 4, Baccalaureate Sermon by Rev. R. W. PATTON.

Thursday, June 8, Annual Address by Rev. A. COKE SMITH, D. D.

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### SESSION 1899-1900.

Tuesday, September 12, 1899, session begins.

Tuesday, January 30, 1900, first term ends and second term begins.

Thursday, June 7, 1900, school closes.

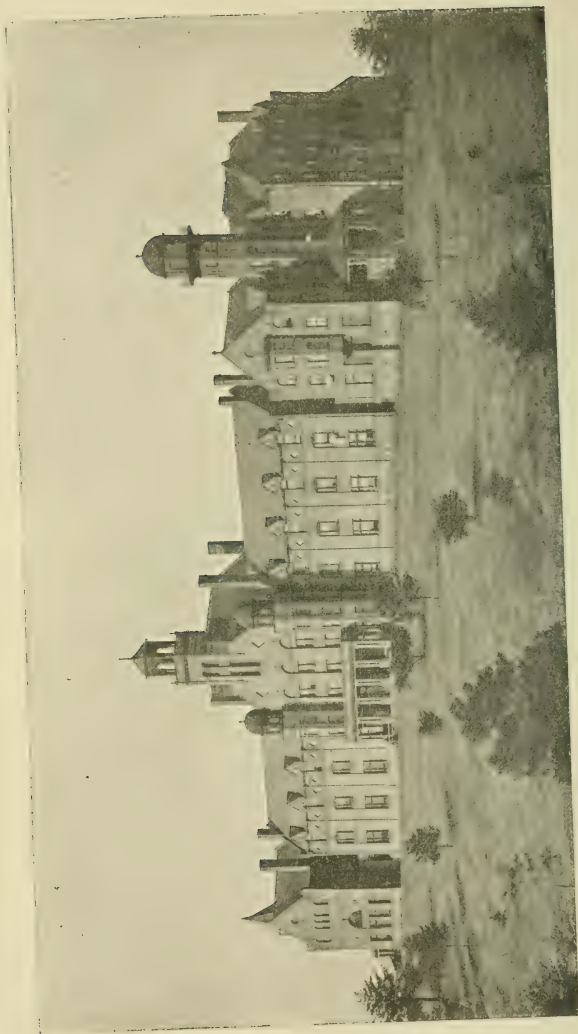
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### HOLIDAYS.

1. Thanksgiving Day.
2. One day at Easter.
3. Field Day.
4. Christmas, from December 21 to January 1 inclusive.







RANDOLPH-MACON WOMAN'S COLLEGE.

# CATALOGUE

OF

## RANDOLPH=MACON WOMAN'S COLLEGE,

LYNCHBURG, VA.

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*SIXTH SESSION,*

1898-1899.

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ANNOUNCEMENTS

1899-1900.

OFFICERS  
OF THE  
SOCIETY OF ALUMNÆ.

---

<i>President,</i> . . . . .	E. EDITH CHEATHAM.
<i>Vice-President,</i> . . . . .	EVA WILLIAMS.
<i>Secretary,</i> . . . . .	CORNELIA POINDEXTER.
<i>Orator for 1899,</i> . . . . .	MARTHA MCGAVOCK.
<i>Essayist for 1899,</i> . . . . .	ELOISE RICHARDSON.
<i>Poet,</i> . . . . .	LILY EGBERT.

## OFFICERS OF INSTRUCTION AND ADMINISTRATION.

---

WILLIAM W. SMITH, A. M., LL. D.,  
*President.*

F. W. MARTIN, M. S., PH. D.,  
*Vice-President.*

R. H. SHARP, JR., M. A.,  
*Professor of Ancient Languages.*

JOSEPH L. ARMSTRONG, A. M.,  
*Professor of English.*

F. W. MARTIN, M. S., PH. D.,  
*Professor of Chemistry and Geology.*

MISS CELESTIA S. PARRISH, PH. B. (Cornell Univ.),  
*Professor of Mathematics and Philosophy.*

JOSEPH H. RIDDICK, JR., A. B.,  
*Adjunct Professor of Physics and Biology.*

MRS. MARY J. T. SAUNDERS,  
*Professor of French and German.*

JOHN H. LATANÉ, PH. D.,  
*Professor of History and Economics.*

MISS MADELINE MAPP,  
*Instructor in Elocution.*

MISS ALICE HARGROVES,  
*Instructor in Geometry and Trigonometry.*

MISS E. EDITH CHEATHAM, A. M.,  
*Instructor in Algebra and Analytical Geometry.*

MISS ADDIE TAYLOR,  
*Instructor in English.*

MISS ALICE N. LITTLETON, A. M.,  
*Instructor in French.*

MISS GEORGIE R. QUINBY,  
*Instructor in Latin.*



CHARLES W. LANDON,  
*Director of Music.*

LOUIS SCHEHLMANN,  
*Professor Vocal Music.*

WM. S. ADAMS,  
*Professor of Piano Music.*

GIOVANNI OTTAIANO,  
*Instructor in Violin.*

MISS M. BLAKEY SHARP,  
*Instructor in Harmony.*

MISS ALMA BLANCE MESSICK,  
MISS MARY H. HIMMELBERGER,

MISS GEORGIE R. QUINBY,  
*Instructors in Piano Music.*

MISS MADELINE MAPP,  
*Instructor in Vocal Music.*

MISS LOUISE J. SMITH (Julian Académie, Paris),  
*Professor of Art.*

---

ROBERT WINFREE,  
*Treasurer.*

A. W. TERRELL, M. D.,  
*College Physician.*

MISS ALICE HARGROVES,  
*Director of Physical Culture.*

J. L. ARMSTRONG,  
*Librarian.*

REV. R. M. SAUNDERS,  
*Chaplain.*

MRS. JOHN DAVENPORT BLACKWELL,  
*Matron.*

MRS. J. R. PHELPS,  
*Housekeeper.*

# MATRICULATES.

NAME.	PARENT OR GUARDIAN.	STATE.
Acree, Katheryn Peachy.....	E. F. Acree.....	Virginia
Adams, Mrs. Wm. Saunders.....		Virginia
Adams, Sallie.....	I. H. Adams.....	Virginia
Allen, Martha Jane.....	J. J. Allen.....	Virginia
Anthony, Annie Idoline.....	J. W. Anthony.....	Virginia
Anthony, Charlie.....	J. W. Anthony.....	Virginia
Ashmore, Lenora.....	J. C. Outten.....	Virginia
Beard, Ethel Vernon.....	J. P. Beard.....	Virginia
Bell, Daisy Virginia.....	E. L. Bell.....	Virginia
Bell, Mary Susan.....	J. P. Bell.....	Virginia
Bendall, Lucy Edwards.....	R. A. Bendall.....	Virginia
Bennett, Mary Lee.....	Mrs. V. L. Bennett.....	Virginia
Betty, Catherine Irby.....	Rev. L. B. Betty.....	Virginia
Bibb, Pearl Celeste.....	W. M. Bibb.....	Virginia
Blackwell, Sallie Orgain.....	Mrs. L. M. Blackwell.....	Virginia
Bocock, Hulda.....	B. W. Bocock.....	Virginia
Booth, Harriet Augusta.....	Samuel W. Booth.....	Virginia
Bowden, Georgia Lewis.....	G. E. Bowden.....	Tennessee
Bowman, Laura Irma.....	Jas. T. Bowman.....	Virginia
Brickhouse, Fannie Wilson.....	E. J. Brickhouse.....	Virginia
Broaddus, Alice Maud.....	S. W. Broaddus.....	Virginia
Browinski, Effie.....	Capt. J. F. Browinski.....	Kentucky
Bruce, Sallie Elizabeth.....	G. S. Bruce.....	Virginia
Butt, Daisy.....	Rev. L. Butt.....	Virginia
Callaway, Clara Hibernia.....	Prof. D. M. Callaway.....	Alabama
Campbell, Ruby Paxton.....	J. T. Campbell.....	Virginia
Carruthers, Ro Bert.....	Jno. Carruthers.....	Virginia
Cheatham, E. Edith.....	Rev. H. C. Cheatham.....	Virginia
Cheatham, Blanche Edna.....	Rev. H. C. Cheatham.....	Virginia
Cheatwood, Hennie.....		Virginia
Clark, Ruth Leigh.....	Rev. W. W. Lear.....	Virginia
Clark, Alice Lear.....	Rev. W. W. Lear.....	Virginia
Clements, Mary Royall.....	H. C. Clements.....	Virginia
Cline, Juanita Marie.....	J. A. Kyle.....	Virginia
Coleman, Ola.....	W. T. Coleman.....	Mississippi
Coleman, Etna.....	W. T. Coleman.....	Mississippi
Compton, Frances Madeline.....	Rev. R. A. Compton.....	Virginia
Courtney, Elizabeth Warner.....	L. W. Courtney.....	Virginia
Cover, Lily Vale.....	T. F. Cover.....	Virginia
Cover, Jessie May.....	J. R. Cover.....	Virginia
Craighill, Mattie Holliday.....	R. T. Craighill.....	Virginia

NAME.	PARENT OR GUARDIAN.	STATE.
Crowder, Frankie Ethel.....	Frank Crowder.....	North Carolina
Crowder, Julia Fauntleroy.....	Rev. W. R. Crowder.....	Virginia
Darden, Minnie Newman.....	Jas. D. Darden.....	Virginia
Darden, Mary Caroline.....	Jas. D. Darden.....	Virginia
Daughtrey, Susie.....	J. P. Daughtrey.....	North Carolina
Davenport, Ruth.....	J. B. Davenport.....	Georgia
Davis, Eddie M. Aston.....	Major R. R. Henry.....	Virginia
Davis, Aurelia Howe.....	T. N. Davis.....	Virginia
Davis, Mary Hoomes.....	Rev. W. F. Davis.....	Virginia
Dornin, Evelyn Byrd.....	Wm. W. Dornin.....	Virginia
Dillard, Fannie Elizabeth.....	Dr. J. W. Dillard.....	Virginia
Dudley, Anna Mary.....	Guilford Dudley.....	Tennessee
Dulin, Helen Alice.....	G. C. Dulin.....	Virginia
Du Priest, Stella Virginia.....	J. R. Du Priest.....	Virginia
Easley, Eliza Perkins.....	Mrs. Minnie C. Easley.....	Virginia
Eason, Wesley Nock.....	.....	Virginia
Elder, Constance.....	Robert L. Elder.....	Virginia
Elliott, Emma Hastletine.....	Mrs. J. A. Elliott.....	Virginia
Epstein, Julia M. G.....	Samuel Epstein.....	Texas
Evans, Sue Myrtle.....	Jno. B. Evans.....	Virginia
Ferguson, Janet Mabel.....	Wm. A. Ferguson.....	Virginia
Fleming, Mary Randolph.....	Rev. R. H. Fleming.....	Virginia
Franklin, Mattie.....	.....	Virginia
Furr, Nelson.....	Rev. Frazier Furr.....	Maryland
Gibbs, Luteola.....	Mrs. S. S. Gibbs.....	Texas
Gibbs, Mary Randolph.....	.....	Virginia
Gilbert, Lillian Vernon.....	Clifton Gilbert.....	Virginia
Gilliam, Elsie West.....	T. W. Gilliam.....	Virginia
Gills, Elizabeth Ellen.....	Edward A. Gills.....	Virginia
Gish, Mary S.....	R. E. Gish.....	Virginia
Glass, Meta.....	Mrs. R. H. Glass.....	Virginia
Grant, Mabel Lois.....	M. R. Grant.....	Mississippi
Guggenheimer, Cecile.....	Max Guggenheimer, Jr.....	Virginia
Guggenheimer, Mrs. Max.....	.....	Virginia
Guggenheimer, Mrs. C. M.....	.....	Virginia
Hamner, Maude Boaz.....	Mrs. Eva Hamner.....	Virginia
Hargroves, Alice Maria.....	W. W. Hargroves.....	Virginia
Hawkins, Bernice Morrison.....	Jno. F. Hawkins.....	Virginia
Himmelberger, Mary Heilman.....	Dr. H. W. Himmelberger.....	Pennsylvania
Hoffman, Elizabeth Walker.....	Dr. C. S. Hoffman.....	West Virginia
Homes, Helen Jameson.....	Judge W. E. Homes.....	Virginia
Howard, Anna Louise.....	Rev. C. W. Howard.....	North Carolina
Howard, Annie Esther.....	W. S. Howard.....	Mississippi
Howard, Katharine Dobbins.....	W. S. Howard.....	Mississippi
Howard, Emma.....	J. A. Horrell.....	Missouri
Howell, Ethel.....	J. T. Howell.....	Tennessee
Hudson, Ethel Ward.....	T. J. Burns.....	Virginia

NAME.	PARENT OR GUARDIAN.	STATE.
Hull, Anna Sarah.....	Capt. D. D. Hull.....	Virginia
Humphreys, Minnie Mitchell.....	R. J. Davis.....	Virginia
Hundley, Frances Shelton.....	E. D. Hundley.....	Virginia
Hunt, Nellie Brown.....	Gilbert J. Hunt.....	Virginia
Isbell, Verna Myrtle.....	Milton Isbell.....	Virginia
Jacobs, Deborah.....	Isaac Jacobs.....	Virginia
Jackson, Marion Yancey... ..	D. C. Jackson.....	Virginia
Jenkins, Margaret Bransford.....	Louis Jenkins.....	Virginia
Jernigan, Sadie Watts.....	I. P. Jernigan.....	Virginia
Johnson, Emma Cavendish.....	Rev. Henry E. Johnson.....	Virginia
Jones, Phoebe Dice.....	Hon. Chas. P. Jones.....	Virginia
Jones, Lillian Tong.....	Rev. C. O. Jones.....	Tennessee
Jones, Wirt Wendall.....	Walter C. Jones.....	Virginia
Kabler, Susan.....	Wm. S. Kabler.....	Virginia
Kaufman, Jeanette.....	Mrs. M. Kaufman.....	Virginia
Kennedy, Miriam Wadlow.....	Rev. H. H. Kennedy .....	Virginia
Killey, Annie.....	Dr. P. H. Killey.....	West Virginia
Kimball, Laura Lasell.....	Geo. B. Kimball.....	Virginia
Kinnier, Janie .....	Wm. Kinnier.....	Virginia
Krebbs, Bessie Bohannan.....	E. T. Krebsbs.....	Virginia
Lamar, Hattie.....	Ernest Lamar.....	Alabama
Lancaster, Hessie Virginia.....	J. E. Lancaster.....	Virginia
Latané, Helen Waring.....	Mrs. Margaret Latané.....	Virginia
Lavinder, Marie Peters.....	J. B. Lavinder.....	Virginia
Leavell, Kate George.....	Rev. Wm. H. Leavell.....	Texas
Lewis, Mrs. Jno. H.....	.....	Virginia
Lewis, Adelaide Gernon.....	Dr. G. R. Lewis.....	Virginia
Lichford, Aurelia Owen.....	Mrs. Nannie M. Lichford.....	Virginia
Lindsey, Mary Edna.....	Noble Lindsey.....	Virginia
Lindsey, Alice Virginia.....	Noble Lindsey.....	Virginia
Littleton, Alice Norcross.....	Rev. O. Littleton.....	Virginia
Love, Elizabeth Avery.....	Mrs. Julia R. Love.....	Tennessee
Loving, Robbie Fairfax.....	Mrs. J. P. Yancey .....	Virginia
Lybrook, Mary Ellen.....	A. M. Lybrook.....	Virginia
McConnell, Frances.....	Judge J. H. McConnell.....	Kentucky
McCorkle, Emma Strickler.....	Mrs. G. B. McCorkle.....	Virginia
McCulloch, Maude.....	Mrs. S. A. McCulloch.....	Virginia
McGavock, Abigail Jouett.....	J. W. McGavock.....	Virginia
McGavock, Marie Doane.....	Jas. F. McGavock.....	Alabama
McKay, Nancy Catherine.....	Antrim McKay.....	Virginia
McKinney, Martha Cleveland.....	Mrs. M. B. McKinney.....	Virginia
McLeod, Clara Josephine.....	Capt. R. T. McLeod.....	Virginia
Magruder, Mary Susan.....	J. W. Magruder.....	Virginia
Mapp, Fairy.....	Dr. Jno. E. Mapp.....	Virginia
Marshall, Mary Boyd.....	Robert Marshall.....	Kentucky
Matheny, Emma.....	J. C. Matheny.....	Virginia
Messick, Alma Blanche.....	W. L. Messick.....	Virginia



NAME.	PARENT OR GUARDIAN.	STATE.
Miller, Sarah Hunt.....	T. C. Miller.....	Virginia
Moore, Lizzie Burruss.....	Mrs. M. M. Moore.....	Virginia
Moorman, Mary Calland.....	Rev. R. J. Moorman.....	North Carolina
Moorman, Jessie Katherine.....	C. R. Moorman.....	Virginia
Morehead, Gray.....	J. Turner Morehead.....	New York
Moss, Sallie Toomer.....	Rev. Jas. O. Moss.....	Virginia
Muse, Janie Hill.....	J. A. Muse.....	Virginia
Nelson, Sallie Scott.....	C. K. Nelson.....	Virginia
Nevitt, Nellie.....	Rev. T. S. Nevitt.....	Virginia
Noblin, Emiline Elizabeth.....	Hon. R. R. Noblin.....	Virginia
Nowlin, Lula Wills.....	W. D. Nowlin.....	Virginia
Nowlin, Nannie Rowland.....	W. D. Nowlin.....	Virginia
Nunn, Lucie Pearl.....	J. T. Smith.....	Texas
Nunn, Mamie Walter.....	W. G. Nunn.....	Texas
Nurney, Annie Virginia.....	George W. Nurney.....	Virginia
Ogden, Mary Scott.....	Hon. H. W. Ogden.....	Louisiana
Ogden, Julia Payne.....	Hon. H. W. Ogden.....	Louisiana
Oglesby, Laura French.....	Rev. G. A. Oglesby.....	North Carolina
Onley, Ruth Estelle.. ..	J. W. Onley.....	Virginia
Osterbind, Minnie Guenther.....	H. C. Osterbind.....	Virginia
Otey, Mrs. Jno. M.....		Virginia
Page, Louise Cary.....	Mrs. Emily C. Page.....	Virginia
Parker, Harriott Katherine.....	Capt. Geo. F. Parker.....	Virginia
Patteson, Lucy Richeson.....	W. V. Wilson.....	Virginia
Patteson, Mary Uhle.....	M. B. Patteson.....	Virginia
Patterson, Mary Helen.....	S. Wallace Patterson.....	Virginia
Patterson, Mildred Nixon.....	Hon. E. D. Patterson.....	Tennessee
Peck, Edna Gay.....	Melville Peck.....	West Virginia
Peek, Maria Smith.....	Dr. J. H. Peek.....	Virginia
Pettyjohn, Henrietta May.....	J. P. Pettyjohn.....	Virginia
Pettyjohn, Mamie Alice.....	J. P. Pettyjohn.....	Virginia
Phelps, Pearl.....	Mrs. J. R. Phelps.....	Virginia
Phillips, Caroline Jennings.....	A. J. Phillips.....	Virginia
Poindexter, Cornelia Elizabeth.....	H. D. Poindexter.....	Virginia
Pope, Rose Broadnax.....	A. Pope.....	Georgia
Powell, Ethel.....	J. H. Powell.....	Alabama
Powell, Inez.....	J. H. Powell.....	Alabama
Powell, Nellie Virginia. ....	Dr. R. S. Powell.....	Virginia
Poyner, Eliza Mary.....	Diggs Poyner.....	Alabama
Quinby, Georgie Richardson.....		Virginia
Quisenberry, Bessie Viola.....	J. M. Quisenberry.....	Virginia
Radford, Edith Lee.....	Mrs. L. S. Radford.....	Virginia
Randolph, Kate Whitcomb.....	Mrs. Peyton Randolph.....	Virginia
Randolph, Innes.....	Mrs. Peyton Randolph.....	Virginia
Reed, Martha Elizabeth.....	Rev. J. C. Reed.....	Virginia
Reed, Nellie Clark.....	Rev. J. C. Reed.....	Virginia
Richardson, Anne.. ..	Wm. Richardson.....	Alabama

NAME.	PARENT OR GUARDIAN.	STATE.
Richardson, Susan Hamilton.....	E. R. Richardson.....	Tennessee
Roach, Maidee Hettie.....	J. W. Roach.....	Texas
Roberts, Katherine Helen.....	Dr. W. B. Roberts.....	Virginia
Roberts, Marie Andrea.....	Dr. W. B. Roberts.....	Virginia
Roberts, Frances Anne.....	Dr. W. B. Roberts.....	Virginia
Robertson, Sarah Lee.....	Rev. F. P. Robertson.....	Virginia
Robertson, Mabel.....	F. B. Robertson.....	Virginia
Robinson, Elizabeth Graham.....	J. W. Robinson.....	Virginia
Robinson, Mary Bell.....	J. W. Robinson.....	Virginia
Rowe, Mamie Louise.....	J. W. Rowe.....	Virginia
Sackett, Alice Winston.....	Chas. H. Sackett.....	Virginia
Sackett, Janie.....	Chas. H. Sackett.....	Virginia
Scarborough, Hattie.....	W. P. Scarborough.....	Virginia
Scott, Louise Montague.....	C. L. Scott.....	Virginia
Scott, Martha Agee.....	Mrs. J. J. Scott.....	Virginia
Scott, Sue.....	Mrs. J. J. Scott.....	Virginia
Shackford, Mary Kingsbury.....	Rev. Jos. W. Shackford.....	Virginia
Smith, Sarah Jane.....	D. L. Smith.....	Virginia
Snead, Aurelia Helen.....	W. B. Snead.....	Virginia
Snead, Janet Winn.....	W. H. Snead.....	Virginia
Spencer, Hope.....	J. S. Spencer.....	North Carolina
Stiff, Mary Hallowell.....	Rev. J. W. Stiff.....	Virginia
Stone, Mary.....	Heber Stone.....	Texas
Strode, Ida.....	Aubrey E. Strode.....	Virginia
Taylor, Addie.....	Rev. T. J. Taylor.....	Virginia
Taylor, Agnes Katrine.....	Joe W. Taylor.....	Texas
Thaxton, Elizabeth Annis.....	Mrs. W. W. Thaxton.....	Virginia
Tyler, Elizabeth Walker.....	W. W. Tyler.....	Virginia
Underwood, Nellie Grace.....	Jno. L. Underwood.....	Virginia
Vandegrift, Myra Anne.....	J. A. Vandegrift.....	Virginia
Van Deventer, Florence Wells.....	T. H. Van Deventer.....	Virginia
Waddell, Ethel May.....	Hugh Waddell.....	Texas
Wallace, Idress C.....	J. C. Wallace.....	Missouri
Watkins, Florence.....	Geo. P. Watkins.....	Virginia
Watkins, Lucile.....	Geo. P. Watkins.....	Virginia
Wescott, Minnie Mapp.....	Mrs. Maggie Boggs.....	Virginia
White, Mary Lou.....	L. W. White.....	Virginia
Whitley, Annie McTyeire.....	Rev. J. T. Whitley.....	Virginia
Wingfield, Martha Sanderson.....	Mrs. V. C. Oglesby.....	Virginia
Winston, Mattie McNeil.....	L. D. Winston.....	Virginia
Winston, Mary Wallace.....	L. D. Winston.....	Virginia
Woodroof, Martha Frances.....	J. A. Woodroof.....	Virginia
Wysor, Emma May.....	J. C. Wysor.....	Virginia
Young, Jessie Florence.....	W. H. Young.....	Virginia

## DEGREES AND HONORS CONFERRED.

### BACHELOR OF ARTS.

Cheatham, Blanche Edna.....	Virginia.
Egbert, Lily Garland.....	Virginia.
Poindexter, Cornelia.....	Virginia.
Richardson, Eloise.....	Virginia.

### GRADUATES IN SUBJECTS.

Allen, Martha J.....	Latin, Chemistry.
Alspaugh, Celeste.....	French, German, Chemistry.
Bell, Daisie V.....	English.
Blackwell, Julia.....	Mathematics.
Broaddus, Maud.....	Latin.
Buck, Theda.....	French.
Cheatham, Blanche E.....	Physics.
Cheatham, E. Edith.....	Mathematics.
Compton, Frances M.....	French, Latin.
Davis, Mary H.....	Latin.
Egbert, Lily G.....	Physics, Latin.
Gish, Elizabeth.....	Pedagogy.
Glass, Meta.....	Physics, Latin.
Hardenbergh, Clara Louise.....	Piano.
Jacobs, Sadie.....	Pedagogy.
Jones, Elizabeth C.....	Voice.
Latané, Helen W.....	Latin.
Lewis, Adelaide G.....	French.
Lewis, Mary E.....	French.
Littleton, Alice N.....	English, German, Pedagogy.
Long, Margaret C.....	Latin.
McGavock, A. Jouett.....	Latin.
Moon, Mary A.....	French.
Nowlin, Nannie R.....	Physics.
Parr, Elizabeth H.....	Physics, Latin.
Poindexter, Cornelia.....	Physics.
Post, Grace.....	Piano.
Powell, Ethel.....	Piano.
Powell, Nellie V.....	Chemistry, Mathematics.
Reed, Sallie.....	Latin.
Richardson, Eloise.....	Latin.
Roberts, L. Griselda.....	German, Latin.
Waugh, Marie Celeste.....	French.

### HONORS.

#### WASHINGTON LITERARY SOCIETY.

Orator.....	E. Edith Cheatham.
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#### FRANKLIN LITERARY SOCIETY.

Orator.....	Meta Glass.
Essayist.....	Lula Bell Wooldridge.

## ANNOUNCEMENTS.

### GENERAL INFORMATION.

#### Purpose.

This institution is the result of an effort to found a college in Virginia which should offer to women the same advantages and require the same attainments for graduation as are afforded and required at our best Virginia colleges for men. With six endowed colleges and two universities for men in this educating State of the South, there was no endowed college offering similar facilities to women. Hence the resolution of the founders in 1891, which is framed for the guidance of the executive officers of the College:

"We wish to establish in Virginia a College where our young women may obtain an education equal to that given in our best colleges for young men, and under environments in harmony with Southern ideals of womanhood; where the dignity and strength of fully developed faculties and the charm of the highest literary culture may be acquired by our daughters without loss of woman's crowning glory, her gentleness and grace."

The Board of Trustees hope and believe that this effort will secure the approbation of our people, and enlist their support. It is hoped that the opportunity to measure themselves by this standard will be to the young women of our Southland an inspiration to higher attainments in scholarship. We seek to have them secure the power of knowledge and the charm of culture, without sacrifice of those peculiar qualities for which they are so justly admired.

#### Location.

The site chosen for the College is a commanding elevation on Rivermont Avenue. It is twelve minutes ride by the electric car line, which passes the College gate, to the business centre of the city of Lynchburg, yet in its twenty acres of campus, diversified with dale and copse, it has the quiet of seclusion and the charm of rural beauty. The scenery is beautiful and inspiring. The noble Peaks of Otter rise to distant view in the west, while lesser spurs of the Blue ridge lie around in closer proximity. The drainage is naturally perfect, and all the conditions of health which characterize this famous Piedmont region of Virginia are found united here.



Increased vigor and healthy physical development usually accompany the intellectual advancement of our students.

**Buildings.** The buildings front 364 feet, with large extensions in the rear. They have been designed after careful consideration of the needs, present and prospective, of a completely equipped college, based upon knowledge of some of the best colleges in Virginia, and special examination of the buildings and equipments of the leading Northern colleges for women. Lecture-rooms are provided for the languages (Ancient and Modern), History, the Natural Sciences, Mathematics, Philosophy, Music and Art; Laboratories for Chemistry, Biology, Physics and Psychology; Gymnasium and appliances for Physical Culture; Chapel, Dining Hall and Dormitories, all heated, lighted and ventilated after approved modern plans. Signals for classes, &c., are given by bells distributed through the corridors and rung automatically by an electric program clock.

**The Jones Memorial Library.** By the liberality of Mr. and Mrs. George M. Jones, of Lynchburg, and as a memorial to their deceased daughters, Georgie Lee and Lillie Fannie Jones, a beautiful library hall, with shelf room for 20,000 volumes, was erected in 1896, and considerable progress has been made in accumulating a good working library.

**Gymnasium.** An excellent gymnasium is provided and equipped with scientific appliances for the natural development of the physical organs and for the rectification of incipient disorders that are capable of being reached by exercise, such as weak lungs, curvature of the spine, etc.

**Bath Rooms.** An adequate number of bath rooms are provided on each floor of the building.

**The Grand Corridor.** Interior corridors, long, wide and high-pitched, run through the building. The grand corridor on the first floor is 340 feet long, twelve feet wide, and fifteen feet high, and forms a striking feature of the building, especially when thronged with students as classes are called or dismissed, or with promenaders after tea and before study hours.

**Endowment.** In order to put the institution upon an equal footing with the colleges for men with which it is to compare, it was determined that it should be endowed, and more than \$100,000 has been secured and set aside as a nucleus for that purpose. This endowment, which we trust will soon grow to \$500,000, has enabled us to secure professors of high ability and scholarship. As means

increase, loan funds, scholarships, fellowships, and other aids will be provided, to assist capable students of limited means to secure the advantages of the College.

**Government.** The government of the College will correspond to the character of the students expected. Demerits and penalties are not relied upon to secure observance of College regulations. These are only such as are necessary to the comfort and success of students, and appeal is made to their sense of propriety and right. Vexatious and needless restrictions are dispensed with. Ladylike and studentlike conduct is expected of all, and the responsibility placed upon them is one of the educative forces of the College. Should any student persistently fail to respond to this expectation, she must be withdrawn as unprepared for College responsibilities.

Young ladies boarding in the College will be treated as daughters of equal maturity in a well regulated Christian family. It will, however, be borne in mind that they are gathered for nine months for a serious purpose, and the regulations of the College will be such as to protect them from interruption or distraction.

**Medical Care.** Believing that careful, skilled supervision of sanitary arrangements and daily medical attention will greatly conduce to the health of students, we have engaged a physician of repute and experience to take charge of these matters. He will be present each morning to be consulted by any student who may be indisposed, will attend all cases of sickness in the College, and supervise the sanitary arrangements of the institution. The cost of this medical attendance is included in the published expenses.

**Religious Advantages.** The daily exercises of the College are opened with religious services. In addition to the regular College Course in the English Bible, on Sabbath mornings Bible classes are taught in the College by the professors. Students attend the church of their choice in the city at eleven o'clock, and special services are conducted in the College in the evening. The Y. W. C. A. conducts a weekly prayer-meeting on Wednesday evenings. We seek to make the atmosphere of the College morally pure and spiritually uplifting. Reverent worship without cant, earnest religion without fanaticism, is our aim.

**Literary Societies.** The Washington and Franklin Literary Societies are conducted with enthusiasm and success. They furnish an important culture to their members and constitute an interesting feature of the college life.

**Recreations.** Besides the regular drills of the Gymnasium, facilities are provided for tennis, croquet, and basket-ball. Those for whom these games are too vigorous find congenial exercise and company in walking in the extensive campus or among the many scenes of romantic beauty adjacent.

The hours from eight to ten on Saturday evening are devoted to social enjoyment—"Social Evening," when friends of the College, who have been properly introduced and enrolled upon our visiting list, are received in the College parlors, alternating with "Home Evening," when some pleasant entertainment, planned by the ladies of the faculty in turn, is provided. Tableaux, games, amusements of various sorts, with refreshments, combine to make these occasions very enjoyable, while they serve an important educational purpose in relaxing the strain of continuous work. The College home life is, we believe, happy and helpful.

**Matriculation and Classification.** Each student should report at the office as soon after her arrival as possible, to be matriculated and enrolled by the President for definite courses. She is then directed to meet the Professors, who will, after conference, assign her to appropriate classes.

**Organization.** For the sake of convenience the courses are arranged below in class form; but the curriculum is not based upon class organization. As the work of each class is satisfactorily completed, the student receives a certificate therefor and is advanced to the course above. When the entire course of instructions in any subject is completed, a Certificate of Proficiency in that subject is issued, and when any of the elective groups required for the B. Lit., A. B. or A. M. degrees is satisfactorily completed, she receives the degree, whether she has attended one year or four. Thus capacity, energy and previous attainments are given free scope, and those who can may carry off the prizes of scholarship without loss of time by the clog of classmates less capable or industrious. Those students also who, for any reason, cannot remain to take a degree, obtain year by year recognition of the work done, in the Certificates of Distinction in the lower courses and the Certificate of Proficiency in the final course in each subject.

Thorough knowledge of each course is required as the condition of advancement to the next higher in that subject.

**Degrees.** The degrees conferred are Bachelor of Letters (B. Lit.) Bachelor of Arts (A. B.) and Master of Arts (A. M.). The requirements for these degrees are as follows :



1. COLLEGE COURSES LEADING TO B. LIT.

FIRST YEAR.	Hours per week.	SECOND YEAR.	Hours per week.
English, 1.....	3	English, 2.....	3
Latin, 1.....	3	Latin, 2.....	3
Mathematics, 1.....	4	French, 1.....	3
History 1 and 2.....	3	Psychology, 1.....	3
Music.....	4	Music.....	4
	17		16
THIRD YEAR.	Hours per week.	FOURTH YEAR.	Hours per week.
Pedagogy or.....	} 3	Logic and Ethics.....	2
Economics, 1.....		English, 3.....	3
German, 1.....	3	History, 2.....	3
Chemistry, 1.....	3	Biology, 1.....	3
English Bible, 1.....	2	Music.....	5
Music.....	4		
History, Music and Art.....	2		
	17		16

2. COLLEGE COURSES LEADING TO A. B.

FIRST YEAR.	Hours per week.	SECOND YEAR.	Hours per week.
English, 1.....	3	English, 2.....	3
Latin, 1.....	3	Latin, 2.....	3
Mathematics, 1.....	4	Greek, 1, or.....	} 3
Chemistry, 1.....	3	French, 1.....	
History, 1.....	3	Biology, 1.....	3
		Psychology.....	3
	16		15
THIRD YEAR.	Hours per week.	FOURTH YEAR.	Hours per week.
Pedagogy or.....	} 3	Logic and Ethics.....	2
Economics.....		Electives.....	13
Greek, 2, or.....	} 3		
German, 1.....			
English Bible, 1.....	2		
Electives.....	8		
	16		15

Also for either degree, the Introductory Course of Elocution or two years' active membership in one of the literary societies.



## ELECTIVE GROUPS.

Any one of the following Groups may be chosen to fill out the work noted above as Elective.

## 1. (English leading.)

THIRD YEAR.	Hours.	FOURTH YEAR.	Hours.
Required.....	8	Required.....	2
English, 4.....	3	English, 3.....	3
Latin, 3.....	3	History of Music and Art.....	2
Philosophy, 4.....	2	History, 2, or Sociology.....	3
		German, 2.....	3
		Classical Literature.....	2
	<hr/> 16		<hr/> 15

## 2. (Latin leading.)

Required.....	8	Required.....	2
Latin, 3.....	3	Latin, 4.....	3
Greek or French, 2.....	3	Greek or German, 2.....	3
Philosophy, 4.....	2	English, 3.....	3
		Latin, 5 (Classical Literature).....	2
		History of Music and Art.....	2
	<hr/> 16		<hr/> 15

## 3. (Modern Languages leading.)

Required.....	8	Required.....	2
French, 2.....	3	French, 3.....	3
Latin, 3.....	3	German, 2.....	3
Philosophy, 4.....	2	English, 3.....	3
		Philosophy, 6.....	2
		History of Music and Art... ..	2
	<hr/> 16		<hr/> 15

## 4. (Philosophy leading.)

Required.....	8	Required.....	2
Philosophy, 4.....	2	Philosophy, 6.....	2
History, 2.....	3	Adv. Psych., Child Study or Philoso-	
Latin, 3... ..	3	phy of Education.....	3
		German, 2.....	3
		History of Music and Art, or }	2
		Advanced Ethics..... }	2
		English, 3.....	3
	<hr/> 16		<hr/> 15

## 5. (History leading.)

Required.....	8	Required.....	2
Philosophy, 4.....	2	History, 3.....	3
History, 2.....	3	Sociology.....	3
Economics, 1, or Pedagogy.....	3	English, 3..... }	3
		French, 2; or German, 2.. }	3
		Philosophy, 6.....	2
		History of Music and Art.....	2
	<hr/> 16		<hr/> 15

6. (Mathematics leading.)

THIRD YEAR.	Hours.	FOURTH YEAR.	Hours.
Required.....	8	Required.....	2
Mathematics, 2.....	3	Mathematics, 3.....	3
History, 2.....	3	Physics, 1.....	3
Philosophy, 4.....	2	French, 2.....	3
		Mathematics, 4.. }	
		Philosophy, 6.. }	2
		Astronomy.....	2
	16		15

7. (Chemistry leading.)

Required.....	8	Required.....	2
Chemistry, 2 and 3.....	3	Chemistry, 4.....	4
History, 2; or English, 3.....	3	Biology, 2.....	3
Philosophy, 4. .... }		Economics.....	3
History of Music and Art }	2	German, 2.....	3
	16		15

8. (General Science.)

Required.....	8	Required.....	2
Physics, 1..	3	Biology, 2.....	3
Astronomy.....	2	German, 2, French, 2.....	3
Mathematics, 2.....	3	Chemistry, 2 and 3.....	4
		Mathematics, 3.....	3
	16		15

9. (General Course.)

Required.....	8	Required.....	2
Latin, 3.....	3	English, 3.....	3
Mathematics, 2.....	3	French, 2 or German, 2.....	3
Philosophy, 4.....	2	Astronomy.....	2
		History, 2, or Sociology.....	3
		History of Music and Art.....	2
	16		15

Special substitutions of equivalents may be allowed by vote of the faculty for good reason.

3. COURSES LEADING TO A. M.

For this are required:

1. The A. B. Degree.
2. Fifteen hours a week for one year, the work to be selected from advanced courses, and subject to approval of the faculty.

**Other Honors.** I. CERTIFICATE OF DISTINCTION.—A student making eighty per cent. of the examination values in a course below the highest in any subject will receive a Certificate of Distinction in that course.

II. CERTIFICATE OF PROFICIENCY.—A student completing satisfactorily the highest course in any subject will receive a Certificate of Proficiency on that subject.

**Examinations.** There are two examinations, conducted in writing, one at the close of the half-session in January, the other at the close of the session in June. A student who fails to pass an approved examination loses her right to advance to a higher class. Students are required to attend these examinations of their classes, and whenever, for any cause, a special examination is asked for, it must be at the expense of the student.

**Reports.** A report of the standing of each student is made to the parent or guardian at the end of every six weeks during the session, and such special remarks will be appended as each case may demand.

**Requirements for Admission.** Boarding students applying for matriculation must be prepared to enter at least three of the literary courses in the "Courses of Instruction" outlined on pages 91 to 120. Those who wish to specialize in Music or Art are required to carry only two literary studies. Day pupils will be accepted for any class or classes for which they are prepared. They are immediately responsible to their parents for the proper employment of their time.

## COURSES OF INSTRUCTION.

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The subjects in which instruction is given in the College are English, Latin, Greek, German, French, Philosophy, Pedagogy, History, Political and Social Science, Mathematics, Physics, Chemistry, Geology and Mineralogy, Biology, English Bible, Elocution, Music, Art, and Physical Culture.

In these subjects courses of study are arranged leading to the degrees of Bachelor of Letters, Bachelor of Arts, and Master of Arts.

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### I. ENGLISH.

PROFESSOR ARMSTRONG.

MISS TAYLOR.

[To honor the memory of a noble young lady, and to perpetuate her usefulness, this Chair has been endowed and named by her friends "*The Susan Duval Adams Chair of English.*"]

Instruction in this department requires as a basis careful and thorough instruction in grammatical and rhetorical elements. The wide-spread lack of such preparation often causes serious disappointment to applicants for admission to College courses. The importance of dwelling a sufficient time upon these preliminary studies cannot be too strenuously urged upon preparatory schools where the tendency is to hurry the pupils on to high-sounding courses without a careful examination into their fitness to go on.

Four courses are offered in English : one in Rhetoric and Composition, one in Composition and Literature, one in Literature, and one in Language. The first two are required for the degrees of Bachelor of Letters and Bachelor of Arts ; the others are required in the English Group, and may be elected for Master of Arts by those who have chosen a different elective group.

In order to meet the needs of those who have not been able to make full preparation for college, an introductory course of one year is offered. Students desiring to enter a higher class will be required to stand an examination on the subjects taught in the preceding courses.

#### Introductory Year.

FIRST TERM.—Lectures on Phonetics ; Elementary Rhetoric, to Sentence ; Outlines of American Literature ; Exercises. Four hours a week.



TEXT—Genung's Outlines of Rhetoric; Pancoast's American Literature (with readings from Stedman and Hutchinson); Selections from simple prose.

FOR REFERENCE—Hill's Foundations of Rhetoric.

SECOND TERM.—Elementary Rhetoric; Sentence, Elements of Paragraph, and Whole Composition; Outline of English Literature; Exercises. Four hours a week.

TEXT—Genung's Outlines; Pancoast's English Literature (with readings from English writers); Selections to illustrate style.

Stress is laid in this year upon sentence-relations. Exercises are assigned at least once a week.

### Courses.

1. ADVANCED RHETORIC AND COMPOSITION.—Rhetorical analysis of selections illustrating style; Analytical Study of Specimens of Description, Narration, Exposition, Argumentation, Persuasion: Written exercises once a week, designed to put in practice the rules elucidated in the analysis. Special attention is given to the construction of the Paragraph. Three hours a week through the year.

TEXT—Genung's Practical Rhetoric; Selections to illustrate style and invention. A. S. Hill's Rhetoric and Clark's are used for reference.

Course 1 is open to those who have completed the Introductory work or its equivalent, and is required of all students applying for a degree. The aim of this Course is to ground the student thoroughly in the knowledge and practice of the laws of Rhetoric.

2. COMPOSITION AND LITERATURE.—This Course continues and develops the work begun in Course 1. Following the paragraph, essay-form is now stressed, and a paper upon a given topic is assigned every week. Material for these papers is found in an extensive course of reading selected from essays, fiction and poetry. As far as possible, works are read as a whole, and are carefully studied to bring out the characteristics of style and the thought. Attention is called to the ideas beneath the surface, such as are passed unnoticed by the ordinary reader. The year's work is intended to teach how to read as well as how to write. The books to be read are announced at the beginning of each term. Course 2 is required of all students applying for a degree. It is open only to those who have completed Course 1 or its equivalent. Three hours a week through the year.

3. LITERATURE. — For 1899-1900: (a) Matthew Arnold; (b) George Eliot. This Course presents a more exhaustive study of an author and his works: first, with reference to his individuality of style,

and next—and chiefly—with reference to the underlying elements of his genius. Open to those who have completed Course 2. Three hours a week through the year.

4. LANGUAGE.—(a) *Old English*: Phonology, Forms, Syntax, Exercises (English into Old English), Translations. Three hours a week through the first term.

TEXT—Bright's Grammar and Reader.

(b) *Middle English*: Forms, Translations, and History of the Language. Three hours a week through the second term.

TEXT—Morris and Skeat's Specimens; Lounsbury's History of the English Language.

Course 4 is open to those who have completed Course 1 in English and Introductory German. For a Certificate in English, Courses 1-4 must be completed.

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## II. LATIN.

PROFESSOR SHARP.

MISS QUINBY.

There are in Latin an introductory class and four College courses. Students applying for admission to any class must be prepared to give evidence of sufficient acquaintance with the work of preceding courses. Exercises in translating from English into Latin are required in all the courses at least once a week; also occasional written translations from Latin into English. The Roman or Phonetic method of pronunciation is followed.

The Introductory Class has been organized for the benefit of pupils not far enough advanced for admission to the regular College courses. The requirements for entrance to this class are an accurate knowledge of the Latin forms and inflections, and some experience in translating from Latin into English and from English into Latin.

### Introductory Year.

The class will read four books in *Cæsar*, and *Sallust's Conspiracy of Catiline* or selections from *Ovid*. Four hours a week throughout the year.

TEXT-BOOKS—*Cæsar's Gallic War* (Kelsey, or Allen and Greenough, revised edition); *Sallust* (Herbermann), or *Ovid* (Kelsey); *Gildersleeve's Grammar* (latest edition); *Prose Composition*. *History of Rome*.

## Courses.

1. The class will read Cicero's Orations and Vergil's Aeneid. The Dactylic Hexameter is taught by means of written exercises and frequent practice in reading. Careful attention is given to the analysis of sentences, with application of the rules of syntax. Three hours a week throughout the year.

TEXT-BOOKS.—Cicero's Orations (Allen and Greenough); Vergil's Aeneid (Greenough and Kittredge); Gildersleeve's Grammar (latest edition); Bennett's Prose Composition.

2. The class will read Livy and the Odes and Epodes of Horace. A thorough study is made of the lyric metres used by Horace. Latin Prose Composition weekly. Practice in reading at sight. Three hours a week throughout the year.

TEXT-BOOKS.—Livy (Greenough); Smith's Odes and Epodes of Horace; Gildersleeve's Grammar (latest edition); Allen's Latin Prose Composition.

3. In this class, Cicero de Senectute (Cato Major), Tacitus (Agricola and selections from the Histories) and Horace (Satires and Epistles) will be read. Attention will be given to characteristics of style and deviations from standard usage in Tacitus. Exercises in Latin Prose composition, based on selections made each week from standard authors.

Practice in reading at sight. Three hours weekly throughout the year.

TEXT-BOOKS.—Cicero's Cato Major (Bennett or Egbert); Tacitus, Agricola and Selections from the Histories; Satires and Epistles of Horace (Greenough).

4. The texts read in this class will be Cicero's Selected Letters, Cicero's de Amicitia (Laelius), Juvenal, and Plautus or Terence.

A critical study will be made of ante-classical, post-classical and colloquial forms and usages. Advanced exercises in Latin prose composition will be assigned on the same plan as in the third course.

Practice in reading at sight. Three hours weekly throughout the year.

TEXT-BOOKS.—Selected Letters of Cicero (Abbott); Cicero's Laelius de Amicitia (Bennett); Juvenal (Hardy); Plautus or Terence.

5. CLASSICAL LITERATURE.—This course, which is given in English, is offered to students desiring some acquaintance with Latin and Greek Literature. It will comprise an account of the principal writers with criticism of their works, and interpretation and analysis of their masterpieces, so far as time will permit.

Each student is expected to make an original study and write a short essay on some subject connected with the work done in the course.

Two hours a week throughout the year.

TEXT-BOOKS.—Cruttwell's *Roman Literature*; Jevon's *Greek Literature*; and for reference, works in the College Library.

History of Rome is elective with Course 5 for Certificate of Proficiency.

### III. GREEK.

PROFESSOR SHARP.

The same methods will be employed as in the courses in Latin. Weekly exercises are required in all the courses.

One year is spent in introductory work. No previous knowledge of the language is necessary for admission, but applicants will be expected to have learned as much Latin as is comprised in the first College course of that subject.

#### Introductory Year.

FIRST TERM.—White's *Beginner's First Greek Book*; The Greek in English (Goodell); Mahaffy's *Old Greek Life*. Four hours a week.

SECOND TERM.—White's *Beginner's Greek Book* (completed); Xenophon's *Anabasis*; Fyffe's *History*. Four hours a week.

#### Courses.

Three hours weekly throughout the year in all the classes.

1. FIRST TERM.—Xenophon's *Memorabilia of Socrates* (Winans); Goodwin's *Grammar* (to the Verb); Mahaffy's *Old Greek Education*.

SECOND TERM.—Lysias (Whiton); Selections from Xenophon's *Cyropaedia* (Gleason); Goodwin's *Grammar* (to Syntax); Jebb's *Greek Literature*.

2. FIRST TERM.—Homer's *Iliad* (Keep); Goodwin's *Grammar* (completed); Jones's *Exercises in Greek Prose*.

SECOND TERM.—Herodotus, *Expedition of Xerxes*; New Testament in Greek (Westcott and Hort); *Grammar* reviewed; Jones's *Exercises in Greek Prose*.

3. FIRST TERM.—Demosthenes; Thucydides; Sidgwick's *Greek Prose Composition*.

SECOND TERM.—Plato's *Apology* and *Crito*; a play of Euripides (*Medea* or *Alcestis*); a play of Sophocles (*Antigone* or *Ajax*); Sidgwick's *Greek Prose Composition*.



## IV. GERMAN.

PROFESSOR SAUNDERS.

To enable those who have not previously had instruction in German to enter the College course, an Introductory year is provided. In this year forms and elementary syntax are taught, and not less than three hundred pages of easy German are read. Here, as well as subsequently, exercises are written at least once a week, and especial attention is given to making an idiomatic English translation. It is the aim of the College courses, first, to secure thorough knowledge of the syntax and a good vocabulary; next, appreciation of style, and of German life and thought. Students are encouraged to acquaint themselves, as far as possible, with the literature itself.

## Introductory Year.

Forms and fundamental facts of syntax; easy translations and exercises. Four times a week through the year.

TEXTS—Thomas's Practical German Grammar; Whitney's Introductory German Reader; Heyse, *L'Arrabiata*; Zschokke, *Der Zerbrochene Krug*; Buchheim, *Balladen und Romanzen*; v. Hillern, *Höher als die Kirche*; Schiller, *Wilhelm Tell*, *Die Jungfrau von Orleans*.

## Courses.

1. Syntax; Composition; Idiomatic translations. Three times a week through the year.

FIRST HALF-YEAR.—Course for the rapid reading of modern authors: Baumbach, *Der Schwiegersohn*; Scheffel, *Ekkehard*; Freytag, *Die Journalisten*; Sudermann, *Frau Sorge*; Hauptmann, *Die Weber*; Halbe, *Mutter Erde*.

SECOND HALF-YEAR.—Introductory to more extended course of classical reading: Lessing, *Minna von Barnhelm*; Schiller, *Maria Stuart*; Goethe, *Egmont*.

2. Advanced course in Schiller, Lessing and Goethe. Schiller, *Wallenstein* with collateral reading in historical prose; Lessing, *Nathan der Weise*, *Laocoon*; Goethe, *Faust*, *Tasso*, *Iphigenie*, with collateral reading.

3. This course will treat of the spirit of the most recent literary movement in Germany and the radical differences between the Storm and Stress movement of the 18th century, and the Naturalistic Revolt of the present.

TEXT—Lenz; Klinger; Sudermann; Hauptmann; Francke's *Social Forces in German Literature*.

## V. FRENCH.

PROFESSOR SAUNDERS.

MISS PAGE.

The main object of the French courses is to introduce the student to a knowledge of French thought as expressed by the greatest French writers; of French life, as the most vivid of national lives; of French literary style, as a model to all literatures for lucidity and artistic form. Grammar will be taught as necessary to intelligent reading; speaking, as giving an otherwise impossible vividness and naturalness to reading; but literature will be stressed as revealing the history of the nation, the social, religious and political life of a great people.

An introductory course in Grammar and in narrative prose-reading will furnish the foundation for the more advanced work of succeeding years. Frequent translations from French into English, as well as from English into French, will be required, as showing the correspondences and differences in structure and idiom of the two languages, and as promoting readiness and accuracy in the use of English.

## Introductory Year.

In this year systematic training is given in pronunciation, on the basis of Grandgent's Grammar and of the best French usage. The grammatical and idiomatic forms of the language are carefully studied in scientific text-books and in the literary material furnished by varied reading.

This course is the equivalent of the entrance requirement, which presupposes not less than six hundred duo-decimo pages of 19th century literature selected from the writings of at least five standard authors. Five hours a week.

TEXT—*Grandgent's, Whitney's, or Chardinal's Grammar; Super's French Reader; Balzac, Eugénie Graudet; Halévy, L'Abbé Constantin; Erckmann and Chatrian Madame Thérèse; Mérimée, Colomba; Crane, Tableaux de la Révolution Française.*

## Courses.

1. This course contemplates a review of the grammatical principles in Whitney or Ploetz and the systematic study of French literature with Brunetière and Lasson as guides. The first half of the academic year will be given to the literature of the 17th century and the second half to the works of 19th century authors, especially of those illus-

trating the diverse intellectual movements of the last part of the century.

TEXTS AND COLLATERAL READING—(a) *Corneille*, *Le Cid*, *Horace*, *Cinna*, *Polyeucte*; *Racine*, *Andromaque*, *Phèdre*, *Iphigénie*, *Esther*, *Athalie*; *Molière*, *Le Misanthrope*, *Le Bourgeois Gentilhomme*, *Le Tartuffe*, *Les Précieuses Ridicules*, *Les Femmes Savantes*; *Fénelon*, *Télémaque* De l' Education des Filles; *La Fontaine*, *Fables*; *Madame de Sévigné*, *Lettres Choiesies*; *La Bruyère*, *Les Caractères*; *Saint-Simon*, *Portraits*; *Bossuet*, *Les Oraisons funèbres*; *Crane*, *La Société française au dix-septième siècle*.

(b) *Brunetière*, *Manuel de l' histoire de la littérature française*, *Le Roman Naturaliste*, *L' Evolution de la critique*, *La Littérature contemporaine*; *France*, *La Vie littéraire*; *Lemaitre*, *Les Contemporains*, *Impressions de Théâtre*; *Doumic*, *Portraits d' écrivains*, *Ecrivains d' aujourd' hui*; *Rourget*, *Essais de psychologie contemporaine*, *Etudes et Portraits*; *Sainte-Beuve*, *Portraits Littéraires*.

2. This course will consider the literary movement known as Romanticism.

i. It will discuss: (a) The nature of Romanticism as made up of Individualism, Lyricism, Sentiment, Picturesqueness; as a destruction of classical ideals and canons of art; as a general remoulding of the literature and the language. (b) The origin and determining influences, French and foreign, of the movement, in the works of Rousseau, Chateaubriand and Mad. de Staël at home; of Byron, Scott, Wordsworth, Southey and Coleridge in England; of Schiller, Goethe, Novalis and Tieck in Germany.

ii. It will require the study of Romantic Literature.

ROMANTIC POETRY.—Lamartine, *Meditations*; Alfred de Vigny, *Destinées*; V. Hugo, *Les Orientales*; Alfred de Mussey, *Les Nuits*; T. Gautier, *L' art pour l' art*; Béranger, *Ballades*.

ROMANTIC DRAMA.—Dumas, V. Hugo, Alfred de Vigny, Alfred de Mussey.

ROMANTIC NOVEL.—Historical, Hugo; Sentimental, George Sand; Romantic-Realistic; Balzac; Psychological, Sainte-Beuve; Stend' hal; Artistic, Mérimée.

3. This course in Old French has been arranged with reference to the study of the literature of the Middle Ages, which can no longer be excluded from any comprehensive study of the language. It will deal with the oldest literary monuments of the language, not concerning itself, except incidentally, with such as have only historical or philological value.

In this course, the phonology, inflections and syntax of the Old

French will be studied; and such of the oldest texts read as may be accessible in good editions.

TEXTS.—*Clédat's* or *Paris's* Grammaire de l' Ancien française; *Canstans' Chrestomathie* de l' ancien française; *La Chanson de Roland*, *Gaston Paris*; *Chrétien de Troyes* (*Cligés*, *Yvain*), *Foerster*; *Aucassin et Nicolette*, *Suchier*.

## VI. PHILOSOPHY.

PROFESSOR PARRISH.

MISS HARGROVES.

This department includes Logic, Ethics, Psychology, Pedagogics and Metaphysics. Courses 1, 2, 3, 6, 9 and 10 of this department are designed for all students of sufficient advancement and mental ability. The remaining courses are designed mainly for advanced students who expect to choose the profession of teaching and for teachers already in the field. They are intended (1) to secure for the student a good knowledge of the laws of the human mind and of the correct application of those laws to the science of teaching; (2) to develop power and skill in teaching; (3) to lead to the formation of a lofty ideal of the profession of teaching and a purpose to attain in it a high degree of excellence. It is not claimed that the study of pedagogy will make good teachers of incapable persons, but it is believed that a careful study of the science and the art of teaching will give to those who have a natural fitness for the profession a degree of efficiency which they could otherwise gain only by many years of experience, and that it will make their advancement much more rapid and certain.

### Courses.

1. PSYCHOLOGY.—This class meets three times a week throughout the year. The course includes a brief study of the mental elements and their main compounds. The work begins with simple experimentation and introspection, supplemented by text-book study and recitation. During the last six months of the year there is systematic laboratory work, and the text-book used will be supplemented by lectures from the professor and prescribed readings on the part of the student. Laboratory fee, one dollar for each half session.

TEXT-BOOKS.—Titchener's *Elements of Psychology*. Sanford's *Experimental Psychology*, Part I.

2. LOGIC.—This course, taken in connection with Course 1, is intended as an introduction to Philosophy through its simplest disciplines,



and from the objective as well as the subjective point of view. The class will meet twice a week throughout the first term.

TEXT-BOOK.—Creighton's Introductory Logic.

3. ETHICS.—An elementary course, giving a brief discussion of the psychology of the moral life, a short survey and discussion of the various theories of the moral standard, with some consideration of the application of ethical principles to the regulation of life—individual and social. The class meets twice a week through the second term.

TEXT-BOOK.—Mackenzie's Manual of Ethics. Parallel readings are assigned from Green, Mill, Spencer, Sidgwick, Muirhead, Martineau, Kant and Aristotle.

4. HISTORY OF EDUCATION.—A study of educational epochs together with the lives and writings of eminent educators and their historical significance. In this there will be emphasized: (a) Socrates and his method of teaching as shown in Xenophon's *Memorabilia* and Plato's dialogues, (b) Renaissance Education and its connection with the reformation, (c) Comenius and the *Didactica Magna*, (d) Bacon and Inductive Philosophy, (e) Rousseau, (f) Pestalozzi, (g) Froebel and the Kindergarten, (h) the work of Spencer and Bain, (i) Herbart and the Herbartians. A few of the leading masterpieces of educational literature will be carefully studied. The students will have access to a good pedagogical library, but will be expected to own at least one good text-book on the History of Education. The class meets twice a week for the entire year.

5. (a) THEORETICAL PEDAGOGY.—The work consists of lectures from the professor with discussions of prescribed readings and essays from the students. The aim of the course is to give an intelligent understanding of the principles which underlie the science and art of teaching.

(b) PRACTICAL PEDAGOGY.—In this work, the principles of lesson-making, lesson-giving, and questioning are especially emphasized and the students are required to apply these principles, in connection with actual classes, under the criticism of the professor. The class in Course 5 meets three times a week for the entire year.

REFERENCE BOOKS.—De Garmo's *Essentials of Method*; Herbart's *Science of Education*; Lange's *Apperception*; Spencer's *Lectures on Education*; Parker's *Talks on Pedagogics*; Fitch's *Lectures on Teaching*; Lukens' *Thought and Memory*, and others of like character.

6. HISTORY OF PHILOSOPHY.—This course will include a general account of the history of philosophical thought from its origin among

the Greeks to the present time. An attempt will be made to show the relation of the various philosophical systems to the scientific thought and general civilization of the periods to which they belong, and to estimate their social and historical significance. The work will consist of lectures by the professor, prescribed readings and essays on the part of the students, together with some text-book study. The class meets twice a week throughout the year.

TEXT-BOOKS.—Weber's History of Philosophy. Parallel reading will be assigned from Erdman, Windelband and Zeller, but the most important work of the students will be done upon the writings of the great philosophers.

7. (a) PHILOSOPHY OF EDUCATION.—This course takes up the subject of the educational standard and its application to the values of the subjects of the curriculum. It deals with the principles underlying the organization of the respective disciplines and the psychology of the process of assimilating these subjects.

(b) METHOD IN INSTRUCTION.—This course will take up the question of method in the arrangement of material for the recitation and the conduct of the latter. The work will center about the formal steps of the Herbartians and will attempt to apply the principles of normal mental activity to the problem of securing the highest efficiency in instruction and learning. The course is meant for advanced students only. The class in Course 7 will meet three times a week throughout the year.

8. SPECIAL METHOD.—A discussion of the selection and adaptation of materials in Geography, History, Literature, Nature Study, Form, Number, &c., in elementary instruction. The course will be accompanied by systematic observation of primary and grammar grade teaching in a good system of city schools and by as much practice in teaching in these schools as the time will allow. This work is intended for students who expect to teach in primary schools and have not the preparation requisite for Course 7. The class meets twice a week throughout the year, and in addition to this, observation and practice are required.

9. SYSTEMATIC PSYCHOLOGY.—The work will consist of lectures by the professor, text-book study, prescribed reading, essays and laboratory work on the part of the students.

10. ADVANCED ETHICS.—A critical survey of ethical theories both ancient and modern and a discussion of the bearings of moral standards upon social relations and duties.

11. **CHILD STUDY.**—It is the aim of this course to present the subject of child-study both theoretically and practically. It will include an investigation of the methods and problems of the study, a statement of the results so far reached and as much practical work as the time will allow. The students will have access to a good system of city schools. The College library will contain all the available literature of Child-Study. The class will meet three times a week for the entire year.

Arrangement of courses and requirements for a degree:

Courses 1, 2 and 3 are required for the A. B. degree and are taken in the second and fourth College years. Course 4 is elective for the same degree in all the groups except one, and when elected is taken in the third year. Course 5 is elective with Economics in the work required for the A. B. degree and is taken in the third year. Course 6 is elective for the same degree in five of the groups and is taken in the fourth year. In addition to the courses mentioned, students electing the Philosophy group may take for the A. B. degree any one of Courses 7, 8, 9, 10 and 11. Any course not taken for A. B. is elective for A. M. Seven and 10 will be given in alternate years, as will 9 and 11.

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## VII. HISTORY.

PROFESSOR LATANE.

The courses in history are designed to impart a knowledge of the essential facts of human progress and of the forces that have determined our modern civilization. Instruction is given by means of textbooks, class-room drill, discussions, essays, and oral reports on assigned topics. In the more advanced classes the system of lectures and collateral reading is employed.

### Introductory Year.

**ENGLISH AND AMERICAN HISTORY.**—During the first half-session the history of the English people is studied with special reference to their social and political development. The second half is devoted to the study of the colonization of America, the modification of English institutions in the new environment, the formation of the Union, and the political history of the United States. The class meets four hours a week.

**TEXT-BOOKS**—Oman's History of England; Epochs of American History, edited by A. B. Hart.



## Courses.

1. CLASSICAL HISTORY.—(a) *Beginnings of Civilization and History of Greece to the Roman Conquest*.—After a rapid survey of the results of recent investigations into the beginnings of civilization in the Euphrates Valley and in Egypt, the class takes up the history of Greece, devoting special attention to her contributions to civilization in the departments of art, literature, philosophy and politics. Students will be required from time to time to give oral reports on assigned topics involving some acquaintance with the translations of Herodotus and Thucydides, as well as with such modern authorities as Grote, Curtius, and Holm. The class meets three hours a week during the first half-session.

TEXT-BOOKS—Sayce's Ancient Empires of the East; Myers' History of Greece.

(b) *History of Rome to the Reign of Diocletian*.—The work of this course is similar to that of the preceding, except that the chief emphasis is laid on the development of political institutions and legal conceptions. Oral reports and essays will be required, as in the preceding course, involving the consultation of the works of Mommsen, Ihne and Gibbon. The class meets three hours a week during the second half-session.

TEXT-BOOKS—How & Leigh's History of Rome; Epochs of Ancient History, Edited by Cox & Sankey.

2. EUROPEAN HISTORY.—(a) *The Middle Ages*.—This course is a continuation of later Roman History. It takes as a starting point the great struggle between the Roman and the Teuton and ends with the Italian Renaissance. While the general trend of events is followed, special attention is given to selected topics. The work of the class is not confined to the text-book, which is intended merely as a guide, but a wide range of reading is required in such works as Hodgkin's Italy and Her Invaders, Bryce's Holy Roman Empire, Adams's Civilization during the Middle Ages, and Symonds's Renaissance in Italy. The class meets three times a week during the first half-session.

TEXT-BOOKS—Emerton's Introduction to the Middle Ages and Mediæval Europe.

(b) *Modern Times*.—This course embraces the Humanistic movement in Northern Europe, the Reformation and Thirty Years' War, the rise of Prussia to a place among the first powers of Europe under Frederick the Great, the French Revolution, and a rapid survey of European history from the Congress of Vienna to the present day.



Instruction is given by means of lectures, papers on assigned topics and collateral reading. No text-book is used. The class meets three hours a week during the second half-session.

3. NINETEENTH CENTURY HISTORY.—This course is open to those who have completed Course 2 and who wish to pursue their historical studies further. The method pursued is more advanced than in the preceding courses. Wherever the sources are available, special attention is given to the principles of historical criticism, and the student is trained to form an independent judgment on historical questions. Special attention is also devoted to international relations and to the remarkable colonial development of European powers during the last quarter of this century. The class meets three hours a week throughout the year.

## VIII. POLITICAL AND SOCIAL SCIENCE.

PROFESSOR LATANE.

### Courses.

1. GOVERNMENT AND ECONOMICS.—(a) *The Science of Government*.—Open only to students who have completed at least Course 1 in history. This course is a study in comparative politics. The main facts of government are studied and the general theory of the state discussed. Special attention is paid to American institutions and to problems of federal, state and municipal organization. The class meets three hours a week during the first half-session.

TEXT-BOOKS—Woodrow Wilson's *The State*; Bryce's *American Commonwealth*.

(b) *Elements of Economics*.—This course is intended to give a general introduction to economic questions, and together with Course (a) to give students the necessary foundation for general sociological studies. The class meets three hours a week during the second half-session.

TEXT-BOOK—Walker's *Political Economy* (advanced course).

2. PRINCIPLES OF SOCIOLOGY.—This course is specially adapted to meet the requirements of the ever-increasing demand for intelligent women in the management of the various charitable and philanthropic organizations of modern society. The object is to train the student to an intelligent grasp of the great social problems that confront us at this stage of our civilization, and to the solution of which the women of the future will be called upon in even larger measure to contribute.

## IX. MATHEMATICS.

PROFESSOR ———. \*

MISS HARGROVES.

The work of this department is designed to develop in the student the power and habit of original thought in construction as well as in verification, and to give an accurate knowledge of the fundamental truths of Pure Mathematics. In all the classes original work is emphasized and examinations are shaped so as to test the power rather than the knowledge of the student. The method of teaching varies with the character and grade of the subject. Text-books are prescribed, but free use is made of other texts and exercises so as to accustom the students to different methods of expression and demonstration. The subjects of the lower classes are kept parallel, thus giving as long a time as possible for the operation of the peculiar discipline afforded by each.

Students entering Course 1, outlined below, will be expected to furnish satisfactory evidence of a thorough knowledge of Elementary Algebra through Quadratic Equations, Ratio, Proportion, Variation and the Progressions; and of work in Geometry, equivalent to Phillips and Fisher's Plane Geometry, *including* the theorems and problems for original demonstration and solution. Experience has shown that for adequate preparation at least one-half of all the work done in Geometry should be original. To meet the needs of those whose preparation is not adequate to enable them to enter Course 1, an introductory class is provided.

### Introductory Class.

Elementary Algebra and *Plane Geometry*. Five hours a week, three of Geometry and two of Algebra, throughout the year.

TEXT-BOOKS.—Hall and Knight's Algebra for Colleges and Schools; Hill's Geometry for Beginners; Phillips and Fisher's Plane Geometry.

### Courses.

1. (a) Higher Algebra, (b) Solid Geometry, (c) Plane Trigonometry.

(a) ALGEBRA.—A review of Quadratic Equations, involving difficult problems, Surds and Imaginaries, Ratio, Proportion, Variation, Series, the Binomial Theorem, Logarithms, Permutations and Combinations, Probabilities, Determinants and an elementary treatment of

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\* To be elected.

the Theory of Equations involving General Properties of Equations, Graphical Representation of Functions, Derivatives, Transformation of Equations, Situation of the Roots, Numerical Equations, with Horner's Method and Sturm's Theorem.

(b) GEOMETRY.—Lines and Planes in Space, Polyhedra, the Cone, the Cylinder, the Sphere and their Mensuration.

(c) PLANE TRIGONOMETRY WITH APPLICATIONS.

The class in Course 1 meets four times a week throughout the year, and in addition to this written exercises are handed in weekly. In Geometry, the power of original demonstration and solution is the main result sought, and from the beginning the work is shaped toward that end.

TEXT-BOOKS.—Phillips and Fisher's Solid Geometry; Hall and Knight's Higher Algebra; Bowser's Plane Trigonometry.

2. SPHERICAL TRIGONOMETRY AND ANALYTICAL GEOMETRY. (a) SPHERICAL TRIGONOMETRY.

(b) ANALYTICAL GEOMETRY OF TWO DIMENSIONS.—Construction and discussion of Equations, the Straight Line, the Circle, the Parabola, the Ellipse, the Hyperbola, the Polar Equation of the Conic, Discussion of the General Equation of the Second Degree and Trilinear Coördinates.

(c) ANALYTICAL GEOMETRY OF THREE DIMENSIONS.—Discussion of Coördinates, the Plane, the Straight Line, Surface of the Second Degree, with a classification of the Conicoids, and an investigation of some of the properties of the Sphere, Ellipsoid, Paraboloid and Cone. This class meets three times a week throughout the year and hands in written work once a week.

TEXT-BOOKS—Charles Smith's Conic Sections, Charles Smith's Solid Geometry.

3. DIFFERENTIAL AND INTEGRAL CALCULUS.—(a) DIFFERENTIAL CALCULUS.—Differentiation, Expansion of Functions, Evaluation of Indeterminate Forms, Functions of Several Independent Variables, Implicit Functions, Change of Independent Variables, Maxima and Minima of Functions of one and two Variables, Tangents and Normals, Asymptotes, Concavity and Convexity, Contract, Curvature, Evolutes and Involutives, Envelopes, Curve Tracing. The class meets three times a week through the first term.

(b) INTEGRAL CALCULUS.—Elementary Forms, Methods of Integration, Double Integration, Rectification, Areas of Plane Curves and

Surfaces, Volumes of Solids. The class meets three times a week through the second term.

TEXT-BOOKS—Todhunter's Differential Calculus, Todhunter's Integral Calculus. Other texts are used freely for exercises and for references.

4. (a) THEORY OF EQUATIONS.—This work will be based on Burnside and Panton's Theory of Equations. The class will meet three times a week throughout the first term.

(b) DIFFERENTIAL EQUATIONS.—The course will be based on Johnson's Differential Equations. The class will meet three times a week throughout the second term.

5. ADVANCED ANALYTICAL GEOMETRY.—The work will be based on Salmon's Conic Sections. The class will meet three times a week throughout the year.

6. ANALYTICAL MECHANICS.—This work is designed for advanced students specializing in Mathematics and Astronomy and desiring some preparation for Celestial Mechanics. The class will meet three times a week throughout the year.

TEXT-BOOK—Bowser's Analytical Mechanics.

7. ADVANCED INTEGRAL CALCULUS.

TEXT-BOOK—Williamson's Integral Calculus.

ARRANGEMENTS of the Courses by Years, and REQUIREMENTS for Degrees.—Courses 1, 2 and 3 follow one another consecutively, the others may be taken in a different order from that announced.

Course 1 is required for the A. B. degree; Courses 2, 3 and 4 are elective for the same degree; 5, 6 and 7 are elective for the degree of A. M.; 6 and 7 will be given in alternation.

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## X. CHEMISTRY.

PROFESSOR MARTIN.

The chemical laboratory contains thirty-six individual desks, covered with lead and provided with water, gas, sinks, re-agent shelves, and all modern conveniences. It is equipped for courses in Inorganic Chemistry, Qualitative Analysis, Quantitative Analysis both gravimetric and volumetric, Blow-pipe Analysis, Crystallography, Mineralogy, Organic Chemistry and Physical Chemistry. An annual appropriation of several hundred dollars is devoted to maintaining and increasing the facilities. Among the noteworthy pieces of apparatus



recently added may be mentioned a Desaga automatic mercury air pump, a standard barometer, a standard thermometer in four sections, ranging from ten degrees below zero to three hundred above, graduated to tenths of a degree and calibrated at the Reichsanstalt, Berlin, combustion furnaces, storage battery, and the latest forms of apparatus for determining molecular weights according to Victor Meyer's vapor density method and Beckmann's freezing point and boiling point methods. A hood, with a heavy slate floor and provided with gas and water, extends across one end of the room. The store room adjoins the laboratory on one side; on the other is the weighing room, in which also the most important reference books are kept.

A small fee is charged for each laboratory course; it is designed to cover expense of breakage and material consumed.

#### Courses.

1. **INORGANIC CHEMISTRY.**—The class meets three times weekly throughout the year. Introductory Physics, or its equivalent, is a prerequisite. Fee, five dollars for each half-session.

TEXT—Remsen's *Inorganic Chemistry*, Briefer Course.

2. **QUALITATIVE ANALYSIS.**—The class meets four times weekly throughout the first half-session. Wet methods are first studied; afterwards a comprehensive course with the blow-pipe is given. Special care is taken to prevent the student from acquiring mechanical methods of working. The pupil is expected to understand thoroughly every step taken and to give a reason for it. Fee, five dollars.

TEXTS—Caldwell's *Qualitative Analysis*; Martin's *Blow-pipe Analysis*.

REFERENCES—Fresenius; Landauer.

3. **CRYSTALLOGRAPHY; MINERALOGY.**—The class meets four times weekly throughout the second half-session. After mastering the science of Crystallography the student proceeds to the determination of minerals by their physical characteristics and blow-pipe reactions. About sixty of the most important rock-forming minerals are assigned as unknown substances and their analysis and classification required. Fee, five dollars.

TEXTS—G. H. Williams' *Elements of Crystallography*; Brush's *Determinative Mineralogy*, Dana's *Manual of Mineralogy*.

REFERENCE—Dana.

4. **ORGANIC CHEMISTRY.**—The class meets three times weekly throughout the year. In addition to the usual experiments designed to illustrate the text, about twenty typical compounds of great purity

are prepared by each student; these become the property of the college at the close of the course, and are labeled with the student's name and preserved in the laboratory. Fee, ten dollars for each half-session.

TEXT—Remsen's Organic Chemistry.

REFERENCE—Roscoe and Schorlemmer.

5. QUANTITATIVE ANALYSIS; HISTORY OF CHEMISTRY.—The class meets three times weekly throughout the year. Gravimetric and volumetric methods are studied. Analyses are made of salts, minerals, alloys and potable water. Results must be accurate to a given small fraction of one per cent. Fee, ten dollars for each half-session.

TEXTS—Caldwell's Quantitative Analysis; Ernst von Meyer's History of Chemistry.

REFERENCES—Fresenius, Clowes; Whewell's History of the Inductive Sciences.

6. THEORY OF CHEMISTRY.—The class meets three times weekly throughout the year. The practical work consists of organic analysis, determination of molecular weights, electromotive force, heat of neutralization, reaction velocities, conductivity of electrolytes, and the basicity of acids. Physics 1 and Differential and Integral Calculus must have been completed before taking up this course. Fee, fifteen dollars for each half-session.

TEXTS—Ostwald's Outlines; Ostwald's Hand-book; Remsen's Theoretical Chemistry.

REFERENCES—Allen's Organic Analysis; Nernst's Theoretical Chemistry; Le Blanc's Electro-Chemistry; Berthelot's Thermo-Chemical Measurements.

Course 1 is required for the A. B. degree. Courses 2, 3 and 4 are elective for the A. B. degree. Courses 5 and 6 are elective for the A. M. degree. A Certificate of Proficiency will be granted to those who complete all of these courses. It is believed that the student who secures this certificate will be thoroughly prepared to teach Chemistry, and to successfully prosecute an original investigation in any branch of the subject.

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## XI. GEOLOGY.

PROFESSOR MARTIN.

1. GENERAL GEOLOGY.—This subject is studied in connection with Inorganic Chemistry, a suitable portion of the second half-session being devoted to it. The department has more than a hundred lithological species and many hundred specimens illustrating the various geological

horizons gathered by the professor in different states and countries. The vicinity of the college abounds in magnificent illustrations of Dynamical Geology.

TEXTS—Dana's Revised Text-Book ; the Professor's Syllabus.

REFERENCES—Dana's Manual ; Reports of the U. S. Geological Survey.

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## XII. PHYSICS.

PROFESSOR RIDDICK.

The physical laboratory is a large, well lighted room equipped with desks, water, gas and individual sets of apparatus for both elementary and advanced work. Among recent additions to the equipment may be mentioned an X-ray apparatus of the size designed for hospitals and a complete equipment for wireless telegraphy according to the Marconi system.

### COURSES.

#### Introductory Year.

ELEMENTS OF PHYSICS.—This course consists of recitations from a standard text and a series of several hundred experiments by the instructor. After the students have become thoroughly grounded in the principles of the science they are assigned desks in the laboratory and given a number of experimental problems of a quantitative character which involve considerable accuracy in measuring and weighing. Each student keeps notes on this work. From time to time the note-books are inspected by the instructor, and at stated periods the pupils are rigorously questioned on the methods employed and the principles involved.

The class recites three times weekly throughout the year. One period of two hours each week is devoted to laboratory work. Laboratory fee, one dollar for each half-session.

Non-experimental physics pursued elsewhere cannot be accepted as an equivalent for this course.

TEXTS—Gage's Elements of Physics; Hall's Lessons.

1. GENERAL PHYSICS.—This course embraces a general treatment of Mechanics, Sound, Light, Heat, Magnetism, and Electricity. The class recites four times a week throughout the year. Three hours of each week are devoted to laboratory work. Students taking this course must have completed Chemistry 1, and Trigonometry. Laboratory fee, five dollars for each half-session.

The class devotes a suitable part of the time during the second half-session to Descriptive Astronomy.

TEXTS—Carhart's University Physics. Sabine's Laboratory Manual; Newcomb and Holden's Astronomy.

The Introductory course is required for the A. B. degree, and Course 1 is elective for the same degree.

### XIII. BIOLOGY.

PROFESSOR RIDDICK.

The biological laboratory is provided with tables, gas, water, dissecting and compound microscopes, microtome and re-agents. The table tops are painted a dead black, and light is admitted to the room only from the north.

#### COURSES.

1. (a) **PHYSIOLOGY.**—The class recites twice weekly throughout the first half-session. One period of two hours each week is devoted to laboratory work. Introductory Physics and Inorganic Chemistry are prerequisites. Laboratory fee, two dollars.

TEXTS—Martin's Human Body and Laboratory Manual.

(b) **BOTANY.**—The class recites twice weekly throughout the second half-session. Two hours each week are devoted to laboratory work. Laboratory fee, one dollar.

TEXTS—Bessey's Botany; Gray's Manual.

2. **GENERAL BIOLOGY.**—This course is devoted to the study of life in the order of logical development. A few representative species of both types of life are studied minutely. The student is expected to master the technique of the compound microscope, the hardening, sectioning, and staining of tissues, and the mounting of slides. Two hours of each week throughout the year are devoted to lecture and recitation, and four hours weekly are spent in laboratory practice. Course 1 is a prerequisite. Laboratory fee, five dollars for each half-session.

Course 1 is required for the degree of Bachelor of Arts. Course 2 is elective for the degree of Master of Arts.



## XIV. BIBLE HISTORY.

REV. R. M. SAUNDERS.

## COURSES.

1. (a) Old Testament. Two hours a week through the first term.

(b) New Testament. Two hours a week through the second term.

Lectures will be given through the entire year.

TEXT.—The English Bible with references, concordance and maps. Blaikie's Manual of Bible History in connection with the General History of the World (New Edition, Revised and Enlarged). Fisher's Beginnings of Christianity.

REFERENCE BOOKS (in College Library).—Commentaries on the Bible. Smith's Bible Dictionary (New Edition). Histories: Chaldea, Assyria, Egypt, Palestine, &c. McCurdy's History, Prophecy, and the Monuments, or Israel and the Nations.

2. Early Church History. Two hours a week through the year. Lectures and selected reference books.

## XV. ELOCUTION.

MISS ——— \*

## I. GENERAL.

Every student in the College may have practical instruction, free of charge, and all are encouraged to avail themselves of the opportunity.

Elocution is beginning to mean the "simple, genuine, unfettered expression of a human soul," and this ideal is constantly kept before the pupil's mind. The course aims to cultivate the voice for speaking, reading and recitation; to develop the power to grasp printed thought with facility and give it cultured and yet natural expression; to develop the imagination and the ability to interpret intelligently and sympathetically.

## COURSES.

COURSE 1.—Philosophy of the Voice; Breathing and Vocal Exercises; Posture; Drill in the Elementary sounds and in Articulation; Voice Culture, for Quality, Power, Resonance, Flexibility and Tone Color. Study of the principles underlying expression; illustrative extracts; practical application to all selections studied. Study from an Elocutionary standpoint of various styles of composition—Narrative, Descriptive, Didactic, Humorous, etc. Analysis and rendition of standard prose and poetry. Analysis and criticism, rather than imi-

\* To be elected June 13th.

tation, are the methods employed, as these afford mental discipline and give opportunity for the cultivation of taste and judgment. One hour a week.

TEXT-BOOKS—Brooks' Elocution and Reading; Teacher's Notes; Supplementary Selections.

## II. SPECIAL.

The work covers the various elements of voice and expression. Study enumerated under Course 1, with the addition of voice hygiene, dramatic analysis, character study and gesture. These elements are studied with special reference to the defects and powers of the individual. The selections used are taken from English and American literature. Only material of real worth and literary merit is considered desirable, as the instruction aims at culture, not superficial accomplishment. Two half-hour lessons a week.

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## XVI. MUSIC.

PROFESSORS ———,\* SCHEHLMANN, ADAMS AND OTTAIANO,  
MISSSES SHARP, QUINBY AND OGDEN.

Music is given its due place in the distribution of time, and a diploma in music is counted on the degrees of Bachelor of Letters and Master of Arts. Students who desire to specialize in music will be required to take only two College studies in the Literary Departments. In Music, as in other subjects taught in the College, students enter the course for which they are found prepared. A special course in the art of teaching music is offered to those who wish to prepare themselves for that profession.

### I. PIANOFORTE.

PROFESSORS ———,\* ADAMS, AND MISSSES SHARP AND QUINBY.

#### Introductory Year.

FIRST TERM.—Elementary Harmony and Musical Theory; Vocal Sight Reading; Landon's Foundation Materials; Gurlitt's Op. 90; Landon's Melody Studies; Mathew's Graded Studies; Mason's Techniques. Easy selections from the best composers. Two lessons a week. Daily practice.

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\* To be elected June 13th.

**SECOND TERM.**—Elementary Harmony and Musical Theory; Vocal Sight Reading; Theoretical and Practical Scale work; Landon's Pianoforte Method; Von Wilm's Op. 81; Mason's Technics. Easy selections from the best composers. Two lessons a week. Daily practice.

#### COURSES.

##### First Year.

1. **FIRST TERM.**—Elementary Harmony and Musical Theory; Vocal Sight Reading; Theoretical and Practical Scale Studies, Selections from Heller's Op. 125, Mathew's Graded Studies, Landon's Sight Reading Album, Mason's Technics, and the best modern and classic composers. Two lessons a week. Daily practice.

2. **SECOND TERM.**—Harmony and Musical Theory; Vocal Sight Reading; Scale and Arpeggio Studies; Heller's 30 Selected Studies; Vogt's Op. 124; Landon's Sight Reading Album; Mason's Technics. Selections from the best composers. Two lessons a week. Daily practice.

##### Second Year.

3. **FIRST TERM.**—Harmony and Musical Theory; Vocal Sight Reading, or Chorus Practice; Scale, Arpeggio, Chord, Rhythmical and Accent Studies; Selections from Heller's 30 Studies; Moelling's 12 Preludes; Wilson G. Smith's Romantic Studies; Mathew's Graded Studies; Mason's Technics. Two lessons a week. Daily practice.

4. **SECOND TERM.**—Harmony and Musical Theory; Vocal Sight Reading or Chorus Practice; Bach's Lighter Pieces; Schehlmann's Lyric Bagatelles; Mathew's Graded Studies; Heller's 30 Selected Studies; Concone's Selected Studies; Mason's Technics. Selections from the best composers, in solo and concerted work. Two lessons a week. Daily practice.

##### Third Year.

5. **FIRST TERM.**—Harmony and Musical Theory; Vocal Sight Reading or Chorus Practice; Musical History; Selections from Bach's Inventions; Mathew's Graded Studies; Mason's Advanced Technics. Solo and concerted work. Two lessons a week. Daily practice.

6. **SECOND TERM.**—Counterpoint and Musical Analysis; Vocal Sight Reading or Chorus Practice; Musical History; Bach's Inventions; Mathew's Graded Studies; Cramer's Selected Studies; Loesch-

horn's Octave Studies; Mason's Advanced Technics; Beethoven's Sonatas. Solo and concerted work. Two lessons a week. Daily practice.

#### Fourth Year.

7. FIRST TERM.—Counterpoint, Composition and Musical Analysis; Vocal Sight Reading or Chorus Practice; Musical History and Biography; Selections from Bach's Preludes and Fugues; Chopin's Studies, Op. 10; Moschele's Studies; Mason's Advanced Technics and School of Octaves and Bravura; Beethoven's Sonatas. Solo and concerted work. Two lessons a week. Daily practice.

8. SECOND TERM.—Counterpoint, Composition and Musical Analysis; Vocal Sight Singing or Chorus Practice; Selections from Chopin's Studies, Op. 10 and 25; Mason's School of Octaves and Bravura; Bach's Preludes and Fugues; Concertos by Mozart, Beethoven and the best romantic composers. Concert selections from the best composers, classic and modern, in solo and concerted work. Two lessons a week. Daily practice.

### II. LITERARY STUDENTS' HALF-COURSE.

Students whose literary studies prevent their taking full work in Music, but who desire to keep up and add to their knowledge and skill, can take one lesson per week with one hour's daily practice in Piano.

### III. PIPE ORGAN AND CHURCH MUSIC COURSE.

A carefully prepared course of study is arranged in this branch of music. We have a large Mason & Hamlin organ, with two manuals and a full set of pedals, especially for student practice. Practice work twice a week in chorus singing and sight reading, and occasional choir singing.

This course may be profitably connected with the study of the piano and the theory of music. There is a growing demand for good organists and choir leaders. The work is planned to give practical training to pupils who wish to fill such positions.

### IV. CABINET OR REED ORGAN.

A course of instruction is given on this instrument, consisting of the rudiments of music, parlor, Sunday-school and church music, and a



special course in Cabinet Organ music. In this course are taught the reed-organ touch, the stops, and the special effects to be obtained from their artistic use, and brilliant and effective pieces are selected to bring out the fine qualities of this popular instrument.

TEXT-BOOKS—Landon's Reed-Organ Method ; Landon's Melodious Studies for the Reed-Organ ; Sunday-school and Church Music.

## V. VIOLIN.

PROFESSOR OTTAIANO.

Instruction will be given upon this favorite instrument to students individually or in classes of two. The introduction of the violin as a ladies' instrument gives a very desirable variety to musical entertainments. The violin is appreciated not only for the peculiar charm of the music, but also from its comparative rarity amidst almost universal piano-playing. Violin pupils, when sufficiently advanced, play in the College Orchestra, which has weekly drill.

## VI. VOCAL MUSIC.

PROFESSOR SCHEHLMANN AND MISS OGDEN.

The foundation of all true musical culture is recognized in the art of singing. The cultivation of the ear attained by the *careful* study of vocal music cannot be obtained through the study of instruments, especially the piano.

Marx, the learned musician, in his "General Musical Instruction," says: "We have already said that, if possible, every one should learn music ; we now pronounce our opinion more especially, that every one, if possible, *should learn singing*. The voice is our own peculiar con-nate instrument—it is much more—it is the *living, sympathetic organ of our souls*."

Instruction in vocal music will be given to students individually and in classes, and will embrace vocal culture, sight reading, chorus and solo singing. Lessons twice a week.

SIGHT SINGING.—All students of Music are required to sing in this class, unless excused for special reasons. It is preparatory to the chorus class, and is indispensable to pupils beginning vocal culture. Practice in sight singing is a great agent in developing that sense of rhythm and of harmony of sounds usually called "musical talent." Students of the piano and organ who can sing at sight perform with

superior expression and intelligence, and save much time and ultimate expense in tuition.

TEXT-BOOKS—Normal Music Course, Tufts and Holt. Chorus and Blackboard illustrations and exercises.

### Marchesi Class.

(Class of Four to Six).

A new feature of the Vocal Department will be what is called the "Marchesi Class." It is a general belief that private instruction gives the best and quickest results. This is in many instances the case. However, the ambitious and endowed student who knows how much can be gained by observation, by listening closely to others, will see the advantage of being in class with others of equal knowledge and endowments. Marchesi teaches exclusively under these circumstances, teaching the student to observe classmates, their faults, corrections, etc. We could advise, however, only the vocally as well as musically endowed to enter this class. The lesson is a whole-hour lesson, while all private lessons are half-hour lessons.

### Chorus Class.

This class forms two divisions, viz :

1. Female chorus.
2. Chorus of mixed voices, in conjunction with the Concordia Glee Club of Lynchburg.

The first division consists of the advanced Vocal and Music students, members admitted on approval of the Director of the Vocal Department. This class makes a specialty of the higher class choral works for women's voices, by such composers as Mendelssohn, Schumann, Rubinstein and the best of the modern writers. This work has proved to be a great stimulus in the Vocal Department. It aims at the highest, and in past years has given results beyond all expectations.

The second division, the chorus of mixed voices, has been called "The inspiration of the Musical Department of the College." In conjunction with the Concordia Glee Club, a male chorus of some reputation and of twenty years' standing, we can say we possess a feature no other College for women can boast of. Some of the noblest and highest musical ideas of the greatest composers can be realized only through a mixed chorus. In past years the following works of prominence have been studied and publicly preformed by this chorus. Mendelssohn's Part Songs ; Mozart, Gloria 12th Mass; Haydn, The

Heavens are Telling ; Schumann, Gipsy Life ; Handel, See the Conquering Hero ; Handel, Hallelujah, Messiah ; and many others.

The enthusiasm of this class has been a great source of pleasure to its conductor.

#### Courses.

1. Lessons in Breathing and Production of Tone ; Development of Registers ; Beginning of the study of the *Messa di Voce*, Intervals without Portamento ; Roulades in slow movement ; easy Solfeggios and exercises in Concone and Panofka, easy songs of Abt, Gumbert, Sullivan, Cowen, etc. ; and, for the early development of classic taste, Mendelssohn, etc. ; Harmony, or Elementary Harmony, Musical Theory, and Sight-singing.

2. Study of Intervals with Portamento, Diatonic and Chromatic Scales in slow movement, Arpeggios and studies of Bordogni. English ballads and sacred music. Harmony, or Elementary Harmony and Musical Theory ; Sight-singing or Chorus Practice.

3. Study of Major and Minor Scales, Arpeggios, Turns and Trills in more rapid movement. Difficult studies of Sieber, Marchesi, English, French, German and Italian songs. More difficult selections of Church Music. Counterpoint ; Chorus Practice.

4. Study of Major and Minor Scales with increased rapidity of execution. Arias and Cavatinas from French, German and Italian operas. More difficult songs from classic writers, viz. : Grieg, Lassen, Jensen, Franz, Rubinstein, Schubert, etc. Graduates in Vocal Music are also required to pass the examination in Piano Playing in Course 4 at the end of the second year. Theory and Practice of Accompaniments ; Chorus Practice.

To make schooled musicians, a thorough training of the ear and the sense of rhythm is the first requisite, and the best means to that end is long experience in chorus singing under a competent master. The importance of this cannot be easily overstated.

#### VII. THEORY AND HISTORY OF MUSIC.

Classes are organized in Harmony, Counterpoint, Composition, Musical Analysis, and History of Music. The special aim in these classes is to give the pupil the theoretical knowledge necessary for understanding the inner meaning of music, and for the expression of her own musical ideas, also to qualify her to teach these sciences to others and to make her a thorough musician as well as a fine performer.

It is now accepted without question that a comprehensive and expressive performance of music is dependent upon a constructive and theoretical knowledge of the composer's design and meaning, as well as upon a skillful execution of the composition. An intelligent insight into the scientific foundation upon which rests the art of music, also greatly increases the interest of pupils in their singing and playing.

### VIII. TEACHERS' COURSES.

For those who wish to prepare themselves to teach music the combination of Psychology and Pedagogy with Music offers marked advantages.

1. The student will be taught music in the newest and best approved methods.

2. She will be taught how to impart instruction scientifically both by precept and example.

3. Instruction in collateral subjects, the knowledge of which is essential to the highest excellence, is at hand to add the stamp of rounded culture. We deem this of special importance.

4. The weekly musicales and lectures furnish a great variety of valuable musical information to the pupils, and give them experience in playing before an audience, and a practical knowledge of large quantities of the best music of the great composers, classic and modern.

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### XVII. ART.

PROFESSOR SMITH.

The purpose of the School of Art is not only to give students a knowledge of drawing and painting, but to develop their power of observation and appreciation of the true and the beautiful. The time of the student is devoted to the study of the principles that underlie all true work in art, and their application in well-graded exercises. It is not diverted to making decorations. The method is the same as that used now in the best art schools, such as the Art Students' League, of New York, and the Académie Julian, in Paris, France, in which city the instructor studied art five years.

#### Introductory.

A course of free-hand drawing in which the principles of correct drawing are taught and exemplified, is offered free of extra charge to students taking three literary courses.



## Courses.

A. THEORETICAL.—1. A lecture course on the History of Art is given one hour weekly, elective in A. B. degree groups for all students, without extra charge.

B. TECHNICAL.—For those seeking technical excellence, the following courses are offered. For terms, see page 121:

2. Drawing from objects and casts.

3. Drawing from casts—heads, busts, full-lengths and life.

4. Drawing heads from life, draped models. Painting from still-life. Composition. Sketching.

5. Drawing from life. Painting from still-life. Composition. Outdoor sketching.

6. Painting from life. Drawing in pastel. Composition. Outdoor sketching.

7. A course in miniature painting.

8. A sketch class meets weekly during the entire year, doing rapid pen or pencil sketching from life indoors during the winter and outdoor landscape sketching during the season suitable for such work. All art students are members of this class without extra charge. It is designed as preparatory to illustrative drawing.

Painting can be done either in oils or in water-colors.

Memory-sketching is used to strengthen the habit of close attention to the daily subject in hand.

## EXPENSES FOR HALF-SESSION.

### I. For Literary Courses:

Matriculation.....	\$ 7 50
Tuition in three or more courses.....	37 50
Tuition in two courses (for those specializing in Music or Art)..	25 00
Board, including fuel, lights, laundry, gymnasium and medical attendance.....	80 00

*Note*—Students taking laboratory courses in Physics, Chemistry or Biology, pay a laboratory fee of \$5.00 for material and use of apparatus.

### II. For Music: Instruction in Piano or Organ according to advancement.

1. Introductory Course.....	\$18 00
2. Courses 1 and 2.....	25 00
Sight Reading and Theory.....	5 00
3. Courses 3 and 4—Under the Director.....	32 50
Harmony.....	10 00
Musical History.....	10 00
4. Courses 5 and 6—Under the Director.....	32 50
Counterpoint and accompaniment.....	10 00
Use of Piano daily 1½ hours to all classes.....	5 00
5. Half course for special cases.....	16 50
Use of Piano 1 hour daily.....	3 50

### III. Instruction in Violin.... 30 00

### IV. For Vocal Music:


1. Private lessons under Professor Schehlmann.....	\$32 50
2. Same in class of two, each.....	20 00
Private lessons under Assistant.....	25 00
Same in class of two, each.....	15 00
3. Sight Singing class alone.....	5 00
4. Chorus class.....	5 00
5. In Marchesi Class, two hours a week, each.....	25 00
Students taking private lessons enter Sight-Singing classes without charge.	

### V. For Art: According to advancement.

1. Courses 1 and 2.....	\$15 00
2. Courses 3 and 4.....	20 00
3. Courses 5 and 6.....	25 00
China Painting.....	30 00

*Note*—Students devoting double time to Music or Art are required to take only two literary courses, for which the fees, including matriculation, are \$32.50.

### VI. Special Elocution..... \$20 00

 The proportionate part of board alone will be refunded when students leave through necessity. Should a student withdraw at our instance, the proportionate part of all fees will be refunded. In no other case will any re-imbursement be made.

## SUMMARY.

From the above it will be seen that the cost of the Courses most usually taken is as follows:

## I. For students taking the full literary course:

Tuition and Matriculation.....	\$ 45 00
Board.....	80 00
Total.....	\$125 00

To this add laboratory fee of \$5.00 if student takes  
Physics, Chemistry or Biology.

## II. For students who add Music to the literary course:

Literary Course with board as above.....	\$125 00
Music, according to advancement.....	\$23 00— 42 50
Use of Piano 1½ hours daily.....	5 00
Total.....	\$153 00—\$172 50

This may be reduced by taking half-course in Music to \$150 00—\$145 50

## III. For students specializing in Instrumental Music:

Literary Course—two subjects, with board.....	\$112 50
Music, according to advancement.....	\$32 50— 42 50
Use of Piano 3 hours daily.....	10 00
Total.....	\$155 00—\$165 00

## IV. For students specializing in Art:

Literary course—two subjects with board.....	\$112 50
Art, according to advancement.....	\$15 00— 25 00
Total.....	\$127 50—\$137 50

The cost of any proposed course will be given upon application.

The fees for each half-session are due at its beginning.

**FURNITURE.**—The College supplies the students' rooms with bedstead, bureau, wardrobe, washstand, chairs, mattress, pillows and crockery. Each student should bring with her sheets, blankets, a counterpane (size No. 10x10), pillow-cases (size 30x24 inches) and towels; also one dozen napkins, her own marked napkin-ring, and any other articles of use or ornament desired for her room, such as knife, fork and spoon, pictures, &c. The rooms are finished with mouldings for hanging pictures.

**LAUNDRY.**—Each student is entitled to the washing of twenty *plain* pieces a week. Students can have extra pieces washed by paying for them at laundry rates.

No article will be received for the laundry which is not plainly and indelibly marked.

## TO THE WISE PHILANTHROPIST.

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The friends of the higher education of woman are earnestly requested to consider the claims of Randolph-Macon Woman's College upon their generosity. It has laid the foundation of a true college for women, broad and deep. Sufficient endowment has been secured to assure its permanence. To this benefactors may add with confidence that their gifts will not be wasted. Each contribution is made more effective by those that have preceded it, and in turn enhances their value. We ask for (1) \$100,000 additional endowment; (2) one hundred scholarships of \$100 each to aid needy and deserving students; (3) \$10,000 for additions to library and apparatus. Will not the friends of Education in the South build upon this foundation a worthy rival of the colleges for women in the North, equalling them in facilities for culture, while preserving the Southern type of womanhood?

Correspondence concerning donations should be addressed to the President. Devises and bequests should read:

“I give and bequeath to the Trustees of Randolph-Macon College, for the benefit of Randolph-Macon Woman's College, &c.”



## CALENDAR.

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### COMMENCEMENT EXERCISES, JUNE, 1899.

Sunday, June 4th, 11 A. M., Baccalaureate sermon by Rev. John Mathews, D. D., of Nashville, Tenn.

Monday, June 5th, 8.30 P. M., Class-Day Exercises. College Chapel.

Tuesday, June 6th, 8.30 P. M., Concert. Opera House.  
3 to 6 P. M. Art Room open to visitors.

Wednesday, June 7th, 8.30 P. M., Alumnae Celebration; address by Miss Martha McGavock. College Chapel.

Thursday, June 8th, 10 A. M., Commencement Exercises; address by Mr. Walter H. Page, editor of the Atlantic Monthly. College Chapel.

8.30 P. M., Annual Celebration of the Washington and Franklin Literary Societies; address by Miss Clara Conway, of Memphis, Tenn. College Chapel.

### FOR SESSION OF 1899-1900.

Session begins Thursday, September 14, 1899.

First term ends and second term begins Thursday, February 1, 1900.

Session closes Thursday, June 14th, 1900.





RANDOLPH-MACON INSTITUTE, DANVILLE, VA.

# CATALOGUE

OF

## Randolph-Macon Institute

DANVILLE, VA.

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*SECOND SESSION.*

1898-1899.

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ANNOUNCEMENTS FOR

1899-1900.





## OFFICERS OF INSTRUCTION AND ADMINISTRATION.

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PRINCIPAL :

WILLIAM HOLMES DAVIS, A. B.,

---

ESTEN HOLMES JENNINGS, A. M.,  
*Science.*

ELOISE RICHARDSON, A. B.,  
*Mathematics.*

ADA EDMONDS MAPP,  
*English.*

ELEANOR FOOTE BLACKWELL,  
*Modern Languages, Art.*

WILLIAM HOLMES DAVIS, A. B.,  
*Ancient Languages.*

ELIZABETH GISH,  
*Preparatory Department.*

---

EVA FRANCES PIKE,  
*Music.*

DAKOTA GUERRANT,  
*Piano.*

JESSIE CONSTANCE NEAD,  
*Voice.*

FRANCES LEE STARR,  
*Elocution.*

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SALLIE FORREST HOLMES,  
*Matron.*

## MATRICULATES.

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NAME.	PARENT OR GUARDIAN.	STATE.
Apperson, Mozelle Dibrell.....	R. L. Dibrell.....	Virginia
Arrington, Bessie Dillard.....	D. Arrington.....	Virginia
Ayres, Sallie Garnet.....	Wm. Ayres, Jr.....	Virginia
Bagley, Bessie.....	E. G. Bagley.....	Virginia
Bassett, Claude Lucile.....	L. V. Bassett.....	North Carolina
Beasley, Alice Lee.....	Mrs. L. P. Beasley.....	Tennessee
Beasley, Harriet Earle.....	Mrs. L. P. Beasley.....	Tennessee
Bendall, Frances Archer.....	R. A. Bendall.....	Virginia
Berkeley, Annie Churchill.....	L. C. Berkeley, Jr.....	Virginia
Bethel, Mary Sue.....	W. P. Bethel.....	Virginia
Bethel, Marie Hunter.....	Jas. W. Bethel.....	North Carolina
Boisseau, Edna Virginia.....	P. H. Boisseau.....	Virginia
Bouldin, Fannie Herbert.....	E. E. Bouldin.....	Virginia
Bouldin, Hattie Lewis.....	E. E. Bouldin.....	Virginia
Bouldin, Lucy Robert.....	E. E. Bouldin.....	Virginia
Bowen, Bithey.....	Miss Ellen Fitzgerald.....	Virginia
Bransford, Daisy Leigh.....	Rev. L. P. Bransford.....	Virginia
Bransford, Lucy Kate.....	Rev. L. P. Bransford.....	Virginia
Brown, Ethel Ashlin.....	W. N. Brown.....	Virginia
Burgess, Carrie Elizabeth.....	J. A. Burgess.....	Virginia
Burgess, Beulah Eleanor.....	J. A. Burgess.....	Virginia
Cardwell, Ura.....	Josephus Cardwell.....	Virginia
Carter, Annie Redd.....	Jno. W. Carter.....	Virginia
Carter, Elizabeth Dickinson.....	J. T. Carter.....	Virginia
Coles, Julia Louise.....	Mrs. M. C. Worsham.....	Virginia
Cosby, Lucy Virginia.....	Mrs. C. M. Cosby.....	Virginia
Cosby, Wilmoth Riley.....	Mrs. C. M. Cosby.....	Virginia
Cosby, Elizabeth.....	Mrs. J. H. Cosby.....	Virginia
Dixon, Blanche.....	E. W. Dixon.....	Virginia
Duke, Cora Lee.....	Rev. T. P. Duke.....	Virginia
Farrar, Janie.....	J. W. D. Farrar.....	Virginia
Fitts, Agnes Morton.....	Col. S. B. Fitts.....	Virginia
Fitzgerald, Mary Anderson.....	N. A. Fitzgerald.....	Virginia
Flaherty, Lucy Shields.....	J. W. Flaherty.....	Virginia
Fulton, Bertha Blanche.....	W. J. Childress.....	Virginia
Griggs, Katherine Wills.....	Geo. I. Griggs.....	Virginia
Halsey, Caroline Virginia.....	R. O. Halsey.....	Virginia
Hodnett, Pricie Nowlin.....	W. P. Hodnett.....	Virginia
Howard, Janie.....	H. O. Howard.....	Virginia
Jones, Agnes Dillard.....	E. K. Jones.....	Virginia

NAME.	PARENT OR GUARDIAN.	STATE.
Jordan, Margueritte Campbell.....	M. P. Jordan.....	Virginia
Kerns, Ruby Trevilian....	H. O. Kerns.....	Virginia
Ledbetter, Fannie Maud.....	Rev. B. E. Ledbetter.....	Virginia
McGee, Anna Lee.....	Mrs. Nannie McGee.....	Virginia
Milnes, Carrie Gillespie.....	Benj. Milnes.....	Virginia
Millner, Christine.....	Samuel Millner.....	Virginia
Parham, Gracie Alfriend.....	E. T. Parham.....	Virginia
Patterson, Mary Finley.....	S. F. Patterson.....	Virginia
Peatross, Anne Lisbeth.....	R. W. Peatross.....	Virginia
Pleasants, Mary Elizabeth.....	Mrs. M. C. Pleasants.....	Virginia
Plummer, Ella Roberta.....	S. R. Plummer.....	Maryland
Raine, Rochette Venable.....	Chas. A. Raine.....	Virginia
Raine, Sallie.....	Chas. A. Raine.....	Virginia
Rison, Katherine.....	Jno. F. Rison.....	Virginia
Roberts, Bessie Matilda.....	J. H. Roberts.....	Connecticut
Robertson, Mary Genevieve.....	Mrs. Allen Robertson.....	Virginia
Robinson, India Mabel.....	Dr. W. L. Robinson.....	Virginia
Riffe, Elinor Johnson.....	J. A. Riffe.....	West Virginia
Samuels, Ethel Mabel.....	G. W. Shuler.....	Virginia
Scott, Katharine.....	Dr. Jno. W. Scott.....	Virginia
Smith, Mary Susan.....	W. N. Smith.....	Virginia
Smith, Julia Margaret.....	J. A. Smith.....	Virginia
Stebbins, Charlotte Russell.....	H. B. Stebbins.....	Virginia
Stebbins, Julia Wilton.....	H. B. Stebbins.....	Virginia
Strange, Willard.....	W. O. Strange.....	Virginia
Swain, Gracie Lynn.....	George W. Swain.....	Virginia
Swanson, Sallie Archie.....	F. A. Swanson.....	Virginia
Taylor, Rosa Lucile.....	Rev. Travis J. Taylor.....	Virginia
Walker, Annie Louise.....	F. L. Walker.....	Virginia
Weaver, Nellie Adams.....	Mrs. M. D. Weaver.....	Mississippi
Wemple, Lily.....	O. Wemple.....	Virginia
Winstead, Mamie.....	Mrs. B. L. Winstead.....	North Carolina
Withers, Anna Gertrude.....	Mrs. E. B. Withers.....	Virginia
Wright, Minnie Richardson.....	Rev. W. P. Wright.....	Virginia
Yates, Augusta Pearl.....	Jno. R. Yates.....	Virginia



## ANNOUNCEMENTS.

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### GENERAL INFORMATION.

**Co-operation.** The school solicits the patronage of no one who lacks confidence in its ability to direct aright. The Principal regards every student as a sacred trust, and he is unwilling to undertake the training of any young woman whose parents or guardians cannot give him their confidence. In order to do the greatest good, the student must be made to feel this confidence. The school and the home must co-operate.

**Field.** The Institute is the stepping-stone between the dependent life at home and the independent life in the world, and its peculiar work is the strengthening of the character and the formation of habit. It wishes to take the training of the Christian mother and apply this to practical life. Prompt and systematic discharge of duty is believed to be necessary for the most useful life. There is no such thing as a little duty. It is necessary to have a thorough, genuine course of study, but more necessary to lay the foundation for a genuine life. The usefulness of an institution depends not upon the course of instruction as outlined in the catalogue but upon the way in which the instruction is given.

**History.** The corporators of the Danville College for Young Ladies, assisted by other friends of education, have presented to the Randolph-Macon Board, free from all incumbrance, the excellent buildings of that institution for the purpose of establishing an Institute for the academic education of girls and young ladies in the usual subjects of a good seminary, and to prepare those who shall be able to prosecute, their education further, for advanced classes of the Randolph-Macon Woman's College or any such institution. Considering that this work would be valuable in itself, and that it would constitute a logical extension of the Randolph-Macon system by providing an institution occupying a similar relation to the Woman's College, as is sustained by the Academies to the College at Ashland, the Trustees, on the 17th of June, 1897, accepted the offer, and have organized the institution with a Faculty and Course-of Instruction as set forth in the following pages.

**Location.** It would be a difficult matter to select a place which is better suited to become an educational centre. Danville, Virginia—the seat of the Institute—is an old Virginia town, which has for years proved to be one of the healthiest in the State. The Atlantic coast is about two hundred miles distant, and the Blue Ridge Mountains are in view. The railway facilities are of the best. In addition to being on the main line of the Southern Railway, Danville is the terminus of both the Atlantic & Danville and the Danville & Western Railways.

**Building.** The building is situated on upper Main street, and is in the most attractive part of the city. No one could fail to notice the large four-storied brick structure. Attractive in appearance, it is well suited for its work, and improvements are being made which will make it a model *home* for young ladies. The fact that the best work can be done with the aid of comforts is recognized, and gas, hot and cold water, steam heat, and improved furniture are to be had here.

**Life.** Not claiming to do high collegiate work, the Institute must have within its walls young ladies in the formative period of their lives. Assuming that the young girl is not mature, an effort will be made to aid her in forming those habits which make her a more useful woman. There will be a time for the performance of each duty. There are three ways of doing work—grudgingly, indifferently, cheerfully. Work is done cheerfully where there is cheerfulness in the home.

**Reading Room.** The facilities of the reading room and library have been very much increased during the past session.

**Literary Society.** A room on the third floor has been fitted out, and here the students have access to magazines, newspapers and books of the best type. While the number of books is not large, they are all well worth reading. The Washington and Franklin Society meets on Saturday evening, once in two weeks. This is carried on by the students, and here they discuss authors, periods of literature and history, current events, etc. Every student should be a member.

**Gymnasium.** Classes meet in the gymnasium three times each week and take exercises under the direction of the instructor. This is free of charge to all boarding students, and every one is required to take the course unless excused by parent or guardian.

**Lectures, etc.** Once each month during the session there has been a lecture given by an experienced educator. Such subjects as "Piano-forte Playing from the Composer's Standpoint," "Some Errors in the Education of Girls," "English," "Some Errors in Musical Education," "Some Results of Science," have been presented by members of the faculty of the Randolph-Macon Woman's College. Edward Baxter Perry gave one of his recitals. The members of the faculty in the department of music and elocution gave a recital in the fall, followed in the spring by a recital by the students of the same departments.

**Social Life within the Home.** The teachers often have the boarding pupils spend a social evening with them. Receptions given to those within our home have been many. Here within our own circle the students and teachers see each other in a social way, and much good is gained. It is believed that attendance upon social gatherings in town divides too much the interest of the student. By these gatherings within the home the young ladies gain self-reliance and are better able to brighten their homes when school days are over. We need cheerful, bright homes.

**Discipline.** As in all the Randolph-Macon institutions, the students are expected to do the right cheerfully, and an effort will be made to make the right so attractive that they will realize its beauty. Ninety per cent. can be led, ten per cent. *may* have to be driven. Here the ten will not be driven until it has become evident that they cannot be led. The students must realize the intense interest the teachers take in them. The greatest good can be obtained by co-operation. The right will be upheld by teachers and students.

**Religious Exercises and Advantages.** Recognizing religion as essential to proper education, the Principal and Faculty will make every effort to promote the formation and development of Christian character in the pupils committed to their charge.

While the institution will be conducted under the auspices of the M. E. Church, South, the denominational preferences of patrons and students are respected, and no proselyting influence will be allowed. The daily sessions will be opened with appropriate religious exercises in the Institute chapel.

There are churches of all the leading denominations in Danville. Pupils who board in the Institute will attend the church designated by parents or guardians, or, if none is designated, some convenient church under the care of an officer of the school. Attendance at night is

optional, and is permissible only when the students go in a body under the care of the Principal or some one designated by him.

Under the auspices of the Young Woman's Christian Association are held prayer-meetings each week, meetings for the systematic study of the Bible, etc., and great good is done.

**Examinations  
and Reports.**

Two examinations are held in each class during the session. It is by the result of these chiefly, in connection with the average grade of daily recitations, that the question of advancement from one class to another is determined.

Reports are sent to patrons each five weeks, showing the average grade of daily recitations and the general deportment of the student.

Patrons will render an important service by making the reports the occasion for commendation and encouragement or admonition and advice to the student, as may seem necessary from time to time.

**Honors.**

Honors in the Academic Department are of four kinds, as follows:

I. CERTIFICATES OF DISTINCTION.—A Certificate of Distinction is awarded to each student who attains eighty per cent. of the examination values in any class below the highest of any subject.

II. CERTIFICATES OF PROFICIENCY.—A Certificate of Proficiency is awarded in any subject to each student who has satisfactorily completed the whole work of that subject.

III. SPECIAL MENTION.—Special mention and record is made of each student who passes all her examinations with an average of ninety-five per cent.

IV. FULL GRADUATE.—Each student who completes the full course of study as given in the five forms on pages 135-136 is declared to be a GRADUATE OF RANDOLPH-MACON INSTITUTE.



## COURSE OF INSTRUCTION.

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The Course of Instruction begins with the primary studies of Reading, Writing, Spelling, Geography and Drawing. Following these, English Grammar, History, Arithmetic, Elementary Science and Latin are taught. Algebra, Geometry and Trigonometry in Mathematics; Analysis, Rhetoric and Outlines of Literature in English; Cicero and Vergil in Latin; French, German, and additional work in Physics, Chemistry, Botany, Zoölogy, and Physiology complete the student's preparation for advanced college work. In addition to these, another year's work is provided for those who desire to complete their education at the Institute. Courses in Music, Elocution and Art are also offered. Physical Culture Exercises are afforded, and required of boarding students.

The subjects taught subsequent to the Elementary instruction are divided into five courses, each being expected to occupy one year, and are known as First Form, Second Form, etc. The student completing the Third Form is prepared to enter upon the work of the Woman's College, but it is often desirable that young students, intending to enter the Woman's College, should complete the Fourth Form at the Institute. The remaining form is designed especially for those who cannot take the full college education, but desire to complete certain subjects of the preceding courses. Students are assigned, after conference, to the forms for which they are prepared, and may take parts of different forms when unequal preparation calls for it. Many enter as high as the Third Form, but all who apply for advanced work must be prepared to show a thorough knowledge of the subjects of the preceding forms.

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### I. PREPARATORY DEPARTMENT.

The aim of true education is character building, and, that our pupils may have the strength that grows only from a solid foundation, a primary department is provided. In this department the most approved methods of the day are used to teach the child how to study and to train the mind to think clearly.

By arousing an interest in nature and the world around, the pupils are lead to habits of close observation.

It is an antiquated idea that school-work is not attractive. The best modern school work is interesting, and the children love it as they love their play. Primary work is a failure unless it is capable of arousing interest in the children.

Our Course of Study includes the following branches: Number and Form Work, Reading, Phonics, Spelling, Geography, Nature Study, History of Virginia, Language, Writing, Drawing, Modelling, and Sight-Singing.

TEXT-BOOKS — Hiawatha Primer. Readers: Stepping Stones to Literature. Geographies: Frye's Elements, Frye's Complete. History: Maury's History of Virginia. Arithmetic. Writing: Newland & Row's Vertical Writing Books. Language: No text placed in the hands of the pupils.

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## II. ACADEMIC DEPARTMENT.

### I. CLASSES AND TEXT-BOOKS.

FIRST FORM.—*Orthography*: Rice's The Rational Spelling Book. *Penmanship*: Vertical System. *English*: Whitney & Lockwood's English Grammar, Selected Readings, Composition. *History*: History of England, History of the United States. *Geography*: Frye's Complete. *Mathematics*: Appleton's Numbers Applied, Brooks' New Written Arithmetic, White's School Arithmetic, Form Work. *Science*: Bert's First Lessons in Science. *Physical Culture*: Gymnasium and Drill.

SECOND FORM.—*Orthography*: Rice's Rational Spelling Book. *Penmanship*: Vertical System. *English*: Whitney's Essentials of English Grammar (adapted), Dalgleish's Grammatical Analysis, Buehler's Practical Exercises in English. *Latin*: Bingham's Grammar. *History*: Judson's Growth of the American Nation, Coman's Growth of the English Nation. *Mathematics*: Wells' Academic Algebra, Wentworth's Elementary Algebra, Hill's First Lessons in Geometry. *Science*: (a) Blaisdell's Physiology, (b) Colton's Practical Zoölogy. *Physical Culture*: Gymnastic Drill.

THIRD FORM.—*Orthography*: Rice's Rational Spelling Book. *Penmanship*: Lessons by Instructors. *English*: Genung's Outlines of Rhetoric, Selected Classics. *Latin*: Cæsar, Bingham's Grammar, Exercises. *History*: Myer's Ancient History, Smith's Bible History.

*Mathematics*: Hall and Knight's Algebra for Colleges and Schools, Elements of Geometry. *Science*: Shaler's Elementary Geology, Gray's School and Field Book of Botany. *Physical Culture*: Gymnastic Drill.

FOURTH FORM.—*Etymology*: Swinton's Word Analysis. *Penmanship*: Lessons by Instructor. *English*: Genung's Outlines, Pancoast's English and American Literatures, Selected Classics. *Latin*: Cæsar, Cicero's Orations, Gildersleeve's Grammar, Exercises. *Greek* (optional): White's Beginners' First Greek Book, Two Books of Xenophon's Anabasis. *German* (optional): Joynes-Meissner's Grammar, Selected Classics. *French* (optional): Chardenal's Complete Course, Super's French Reader, Daudet's Morceaux Choisis, Halévy, L'Abbe Constantin. *History*: Duruy's History of Middle Ages, Duruy's History of Modern Times. *Mathematics*: Hall and Knight's Algebra for Colleges and Schools, Phillips and Fisher's Plane Geometry. *Science*: Gage's Physics. *Physical Culture*: Gymnastic Drill.

FIFTH FORM.—*English*: Genung's Practical Rhetoric, Selections. *Latin*: Cicero's Orations, Vergil's Æneid, Gildersleeve's Grammar, Exercises. *Greek* (optional): Goodwin's Greek Grammar, Xenophon's Anabasis, Homer's Iliad. *German* (optional): Joynes-Meissner's Grammar with Lewis's Exercises, Selected Classics. *French*: Whitney's Grammar, Erkmann and Chatrian's Mad. Thérèse, Sand's La Mare au Diable, Schulz's La Neuviance de Colette, Merimée's Colomba, Crane's Tableaux de la Révolution Française. *Psychology* (optional): Hopkins' Outline Study of Man. *Logic*: Jevon's Lessons in Logic. (No parallel.) *Mathematics*: Hall and Knight's Algebra, Phillips and Fisher's Solid Geometry, Wells's Essentials of Trigonometry. *Science*: Remsen's Chemistry.

## II. OUTLINE OF COURSES.

### I. ORTHOGRAPHY.

This subject is regarded as very important, and no student is excused from it until she has passed a satisfactory examination. The course is begun with the simplest words in the language. Careful attention is given to pronunciation and to definition. The recitations are from dictation.

TEXT-BOOK—First and Second Years: Rice's Rational Spelling Book.

Third Year: Gilbert's Graded Test Speller; Rice's Rational Spelling Book.

Fourth Year: Swinton's Word Analysis, and Webster's or Worcester's Academic Dictionary; Crabb's Synonyms.

## II. PENMANSHIP.

Lessons in Penmanship are given daily. Each student is required to copy from assigned exercises, with instruction from the teacher, until she has acquired a satisfactory handwriting. Heath & Co.'s vertical copy-books are used.

## III. GEOGRAPHY—READING.

A one-year course.

TEXT-BOOKS—Frye's Complete Geography; Stepping Stones to Literature.

## IV. ENGLISH.

FIRST YEAR.—A thorough study of formal grammar is begun. To secure accuracy, weekly exercises are assigned. Selections from the best English writers are used, some for analysis, but the most to infuse into the student a fondness for reading, and to give a fund of information. A knowledge of the parts of speech is presupposed.

TEXT—Whitney and Lockwood's English Grammar.

SECOND YEAR.—The study of grammar is continued in a more difficult text, and grammatical analysis is completed as a requisite to successful study of rhetoric. Exercises are given to apply the principles found in the texts; and an extensive course of reading is assigned.

TEXTS—Whitney's Essentials of English Grammar; Dalgleish's Grammatical Analysis; Buehlers's Practical Exercises in English.

THIRD YEAR.—This year is devoted to the mastery of the elements of rhetoric. Without the practical application of the principles, in analysis and synthesis, the study of rhetoric amounts to nothing; hence the stress of the work lies in exercises and composition. The sentence must receive especial attention as the foundation of composition, and thorough drill in it is given. As the student cannot be expected to create ideas, material is supplied from an extensive course of reading.

TEXTS—Genung's Outlines of Rhetoric; Selections for analysis and for parallel reading.

FOURTH YEAR.—This course is intended to solidify the work already done. Elements of the paragraph and the essay are given further study, and rhetorical analysis is exemplified in selections from English Classics. At the same time outlines of English and American literature are learned, that the student may have an idea of the order and the rank of the principal authors.

TEXTS—Genung's Outlines; Pearson's Freshman Composition; Pancoast's American Literature; Pancoast's English Literature; Selected Classics.



**FIFTH YEAR.**—The aim in this year is to give those who do not expect to attend College some idea of paragraph and essay form and as much practice in composition as the time will permit.

**TEXTS**—Genung's Practical Rhetoric ; Selections for analysis and for parallel reading.

## V. LATIN.

The foundation of language culture is laid in Latin. In the lower classes a thorough knowledge of the forms and of the elements of Syntax is given, accompanied by easy translation. As the students advance, they are drilled in Syntax and in analysis of texts read. A prominent place is given to the rendering of English into Latin. There are five classes.

**FIRST YEAR.**—Thorough study of Forms. Oral translation and written exercises.

**TEXT-BOOK**—Bingham's Grammar.

**SECOND YEAR.**—Continued study of Forms. Syntax of the Simple Sentence. Translation and Exercises.

**TEXT-BOOKS**—Bingham's Grammar ; Cæsar.

**THIRD YEAR.**—Review of Forms. Syntax of the Compound Sentence. Translation and exercises.

**TEXT-BOOKS**—Gildersleeve's Grammar and Exercise Book ; Cæsar and Cicero's Orations.

**FOURTH YEAR.**—Comprehensive review of Syntax. Translation and Exercises.

**TEXT-BOOKS**—Gildersleeve's Grammar and Exercise Book ; Cicero's Orations and Vergil's *Æneid*.

## VI. GREEK.

Greek may be studied as a substitute for French or German.

**FIRST YEAR.**—Study of the Grammar with written Exercises. The reading of easy Greek begun during the second term.

**TEXT-BOOKS**—White's Beginner's First Greek Book ; Xenophon's *Anabasis*.

**SECOND YEAR.**—Continued study of the Grammar. Written Exercises. Reading of easy Prose and Poetry.

**TEXT-BOOKS**—Xenophon's *Anabasis*, completed ; Homer's *Iliad*.

## VII. GERMAN.

**FIRST YEAR.**—In this year, after sufficient preliminary drill in pronunciation, thorough instruction will be given in elementary grammar, and easy selections from modern prose authors will be read. The

grammatical instruction of this year will aim to give familiarity with the rudiments of grammar, especially the following: the declension of articles, adjectives, pronouns, and such nouns as are readily classified; the conjugation of weak and the more usual strong verbs; the commoner prepositions; the simpler uses of the modal auxiliaries, the rules of syntax and word order.

TEXTS—Joynes-Meissner's Grammar; Selected Classics; Exercises.

SECOND YEAR.—In this year, while the drill in grammatical forms will be steadily kept up, the reading pace will be quickened, and facility and accuracy of translation sought by means of copious reading of modern German.

TEXTS—Joynes-Meissner's Grammar with Lewis's Exercises; Selected Classics; Exercises.

## VIII. FRENCH.

FIRST YEAR.—The work of the first year will be directed toward the acquirement of a good pronunciation and a fair working vocabulary, and to the mastery of grammatical essentials. These essentials will include: the conjugation of regular and of the most common irregular verbs; the forms and positions of the personal pronouns; the uses of other pronouns; the uses of possessive, demonstrative, and interrogative adjectives; the inflection of nouns and adjectives for gender and number; the uses of the articles; of partitive construction. Concurrently with this grammatical work the student will read not less than two hundred pages of modern French.

TEXTS—Chardenal's Complete Course; Super's French Reader; Daudet's "Morceaux Choisis;" Halevy, "L'Abbé Constantin."

SECOND YEAR.—In this year the student will be expected to fill in the outlines of the work of the first year and to acquire a more accurate and facile reading acquaintance with the language. In addition to a thorough knowledge of accidence and the values of prepositions and conjunctions, she must have familiarity with the essentials of French syntax—especially the use of moods and tenses—and with the more frequently recurring idiomatic phrases, and must read from standard modern authors not less than four hundred pages.

TEXTS—Whitney's Grammar; Erckmann & Chatrian, *Mad. Thérèse*; Sand, *La Mare au Diable*; Schulz, *La Neuvaïne de Colette*; Merimée, *Colomba*; Crane, *Tableaux de la Révolution Française*.

## IX. HISTORY.

In addition to preparing students to enter college, the course in history has in view a two-fold object. It would impart such a knowledge of the events of the past and the lines along which our civilization has developed as is necessary for all educated persons; and it would arouse an interest in the subject and indicate the best methods by which an intelligent reader may gratify this interest, even when lacking the assistance of an instructor. Each class recites five times a week and reports fortnightly on additional reading, which is prescribed by the instructor.

First Year—(a) History of England, (b) History of United States.

Second Year—(a) Judson's Growth of the American Nation, (b) Coman's Growth of the English Nation.

Third Year—(a) Myer's Ancient History, (b) Smith's Bible History.

Fourth Year—(a) Duruy's History of Middle Ages, (b) Duruy's History of Modern Times.

## X. PSYCHOLOGY, LOGIC, ETHICS.

This course is designed for advanced students who do not expect to go on to college. Psychology, Logic and Ethics are taught.

TEXT-BOOKS—Hopkin's Outline Study of Man, Jevon's Logic, Hopkin's Law of Love.

## XI. MATHEMATICS.

The aim of this work is, primarily, to develop in the students the power and habit of original thought, to accustom them to original construction and invention, to impart habits of accurate observation and to develop as much as possible the ability to concentrate the attention and to reason logically. Secondly, the aim is to familiarize the student with some of the simpler mathematical disciplines. The courses in Algebra and Geometry are kept parallel in order that as long a time as possible may be afforded for the operation of each form of training.

FIRST FORM.—(a) *Arithmetic*: A thorough review of the subject, emphasizing the *reasons* for all the various processes taught and giving a fuller knowledge of Common and Decimal Fractions and the Percentages. This work presupposes primary training in which the elements of Arithmetic have been thoroughly taught.

(b) *Form Work*: Lines, Surfaces and Solids are taught concretely and inventional work in drawing, cutting, modeling, &c., together with simple problems based on the truth taught, are given. The class meets five times a week.

TEXT-BOOKS—Appleton's Numbers Applied; Brook's New Written Arithmetic; White's School Arithmetic.

SECOND FORM.—(a) *Algebra*: Simple Problems, making an easy transition from arithmetical to algebraic notation, and illustrating the simpler forms of the Equation; the Fundamental Operations with Equation and Problems involving each; Simple Equations not involving Fractions; Factoring; Greatest Common Divisor; Least Common Multiple; Fractions; Fractional Equations; Simultaneous Equations. The Equation of the First Degree and its use in the solution of equations is the objective point of this work.

(b) *Concrete Geometry*: Definitions of the geometrical forms are developed from the forms themselves, and much inventional work is done. Concrete problems are given for solution, and the truth of many of the simpler theorems is found by experiment. Toward the end of the course, the pupils are gradually introduced to formal demonstration. The class meets five times a week.

TEXT-BOOKS—Wells' Academic Algebra, supplemented by Wentworth's Elementary Algebra; Hill's First Lessons in Geometry.

THIRD FORM.—(a) *Algebra*: The work of the preceding year is reviewed from a higher standpoint. Difficult examples and problems are assigned from a variety of text-books and complete practical mastery of the Equation and all the processes involved in it is sought. In addition to this, Involution, Evolution, Radicals and Quadratic Equation Involving One Unknown Quantity are taught.

(b) *Geometry*: A course of Plane Geometry, including the fundamental theorems and problems, is given by means of development work on the part of the teacher and original demonstrations and solutions on the part of the pupil. No text-book is used. The class meets five times a week.

TEXT-BOOK—Hall and Knight's Algebra for Colleges and Schools.

FOURTH FORM.—(a) *Algebra*: Radicals, Theory of Indices, Simultaneous Quadratics, Theory of Quadratic Equations, Ratio, Proportion, Variation, Arithmetical, Geometrical and Harmonical Progression, Logarithms and the Binomial Theorem.

(b) *Geometry*: A good text-book in Plane Geometry is read and much original work based on this is given. The original work should be at least one-half of the whole. The class meets five times a week.

TEXT-BOOKS—Hall and Knight's Algebra for Colleges and Schools; Phillips and Fisher's Plane Geometry.



FIFTH FORM.—(a) Higher Algebra. (b) Solid Geometry and Plane Trigonometry.

TEXT-BOOKS—Hall and Knight's Algebra; Phillips and Fisher's Solid Geometry; Wells' Essentials of Trigonometry.

## XII. SCIENCE.

The course of instruction in this subject is arranged with a view to affording the student an intelligent acquaintance with the various phenomena of nature and also to develop her power and habits of observation. These results cannot be accomplished by merely studying a text-book, but it is very necessary that the student herself work in the laboratory, and accordingly apparatus will be supplied, so that this practical work can be done. The classes taught are arranged as follows:

FIRST YEAR.—Bert's First Lessons in Science.

SECOND YEAR.—(a) Blaisdell's Physiology; (b) Colton's Practical Zoölogy.

THIRD YEAR.—Shaler's Elementary Geology, Gray's "School and Field Book of Botany."

FOURTH YEAR.—Gage's Physics.

FIFTH YEAR.—Remsen's Chemistry.

The experimental method is used in each class.

## XIII. MUSICAL DEPARTMENT.

This Department of the Institute affords superior advantages for the study of Music—Instrumental, Vocal and Theoretical—either exclusively or with other studies.

It is the aim of those having it in charge to arrange the course of study with a view to maintaining a high standard of musical taste, and to give each student a thorough knowlegde of all branches undertaken, rather than, as is too frequently the case, a superficial knowledge of a few pieces of music. The instruction is according to the latest and very best methods.

Facilities are afforded for practicing, the institution being well supplied with instruments of the best manufacture, and each student taking piano is required to practice  $1\frac{1}{2}$  hours daily.

### PIANO-FORTE.

In the study of this instrument, particular attention is paid to the development of a truly musical touch. Careful consideration is given to every detail of Technic.

While no pains will be spared to make the student familiar with the works of the best modern composers, it will at the same time be the endeavor of the teachers in charge of this department to cultivate a true appreciation of the productions of Bach, Mozart, Haydn, Beethoven, Chopin, Mendelssohn, and other composers of high rank. A judicious amount of pleasing music is allowed as a means of recreation and encouragement.

#### VOCAL MUSIC.

The instruction in Voice Culture embraces careful training in the control of the breath, and in the production of a pure tone and distinct articulation.

In connection with the standard vocalises, songs by the best writers are constantly used.

Sight singing and chorus classes will be organized to suit the needs of the pupils.

#### HARMONY, THEORY AND HISTORY.

Practical application of the principles of Harmony and Theory will save much time to the pupil in either Vocal or Instrumental Music, and all are advised to devote some time to these branches, either privately or in limited classes. Musical History may be taken in connection with the Theory of Music.

#### FREE ADVANTAGES.

All music students, either Vocal or Instrumental, are required to attend the general classes in Elementary Theory and Ear-Training, unless excused for special reasons, until they have acquired the ability to recognize instantly all the different intervals, the major and minor scales, simple triads and chords of the seventh in their various inversions and their use as arpeggios.

Students acquiring a certain proficiency are required to make special preparation for appearance in public, thus cultivating self-possession and ease before an audience, an important requisite for all those who aim at perfection. Distinctions are awarded in the courses of music as in other subjects.

#### XIV. ELOCUTION.

We provide two courses in this department, one in class work, and the other private lessons; we strongly urge that both courses be pursued, for we find that the pupil advances much more rapidly when this is done.

No text-book is used. Dictation will be given and there will be weekly drills in articulation, gesture, and vocal exercises. The proper use of the lungs will be taught, and the best methods of tone production. Copious exercises will be given in all the forms of dialogue and dramatic reading, as well as simpler ones relating to elementary studies in Pitch, Rate, Force, Stress, Quality and Inflection. Above all, the teacher urges that the work be done from the heart and brain, and not in a merely mechanical way, and the student is taught that, in this art, she should constantly strive to develop herself and not allow her powers to be dwarfed by imitation of another's style.

#### XV. ART DEPARTMENT.

The study of Art will be helpful as long as there are beauties of nature. Art teaches close observation. Close observation reveals God. The students are taught not to love art for its own sake, but because it enobles life. Thorough and helpful instruction will be given in the various branches of Art. The Art Room is well ventilated and lighted and supplied with models and necessary furniture.

#### XVI. PHYSICAL CULTURE.

No wise educator will attempt to train and cultivate the mind, without, at the same time, making some provision for the training and development of the physical powers of the student. This physical culture is now regarded as a most essential element of education, as it not only gives to the body a healthy and vigorous growth, which is so necessary to the best mental work, but also imparts grace and elegance to the carriage and all the movements of the person. Every student is urged to take advantage of the scientific and systematic course of Physical Culture that is provided. It is required of boarders unless prevented by special reason.

## MISCELLANEOUS ANNOUNCEMENTS.

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We do not wish your patronage without your confidence.

### Domestic Arrangements.

The students and teachers form one household. Every needed attention will be given to the health and comfort of students, and they may be assured of receiving that counsel and sympathy which their circumstances require.

The entire home department of the school, faculty and students, eat from the same tables at the same time.

All the exercises of the institution and all the boarding arrangements are under one roof. Thus the young ladies are never subject to exposure in bad weather in attending to their several duties.

In case of sickness pupils will receive the most careful attention, and every available means will be used to promote their restoration to health. Patrons will be promptly notified of the facts by mail or telegraph when necessary. In the absence of such notification from the Principal they may rest assured there is no cause for uneasiness.

### Regulations.

Experience has proved that young ladies cannot properly study and go into society at the same time. Those are generally the best students who make and receive the fewest calls. Under ordinary circumstances visitors will not be received by pupils during school or study hours, nor on Sunday. Students are not allowed to receive attention from gentlemen. This regulation is in force from the time the pupil enters the Institute building, or care of the Principal, until she is on board the cars for home, or under the care of parents or guardian, or some duly authorized representative, when the responsibility of the Principal ceases. Social questions are of so delicate and difficult a nature that the Principal cannot undertake to decide them; and he cannot assume the responsibility of guarding from objectional influences pupils passing beyond his supervision.

Boarding pupils when leaving the Institute grounds will be attended by a teacher or officer of the school. They are not permitted to spend the night out of the Institute.

Visits may be made to relatives once each month when written permission of parent or guardian is given for the place and date.

Special privileges are granted Seniors.



Each article of clothing must be plainly marked in writing with the owner's name in full.

The dormitories will be inspected daily. It is required that they be kept in order by the occupants with the assistance of the servants. This easy requirement secures to pupils a training invaluable as an aid toward the formation of habits of neatness and order so useful in after life.

Each table in the dining-room will be presided over by one or more officers or teachers.

Each pupil should be provided with overshoes, umbrella and gossamer.

Communications from parents or guardians in reference to pupils should be made *directly* to the Principal.

# CHARGES PER TERM OR HALF-SESSION.

## PAYABLE IN ADVANCE.

### FOR DAY STUDENTS.

Preparatory Department .....	\$ 15 00
Academic Department.....	25 00
Instrumental Music (Advanced).....	25 00
Instrumental Music (Elementary).....	15 00
Vocal Music.....	25 00

### FOR BOARDING STUDENTS.

Board (including fuel, washing, lights, etc.) and tuition in Academic Department*.....	\$100 00
Music.....	25 00

### FOR EITHER DAY OR BOARDING STUDENTS.

Singing Class.....	\$ 5 00
Harmony and Theory of Music, in class †.....	7 50
Use of Piano or Organ 1½ hours daily.....	5 00
Elocution, in class.....	5 00
Elocution, private lessons.....	15 00
Physical Culture ‡.....	5 00
Drawing.....	10 00
Painting.....	20 00

Students in Primary Department will be charged \$5.00 per term for one additional study in the Academic Department. Students having two such studies belong regularly in that department.

A deposit of \$5 to \$10 should be made for books and stationery. This is held subject to the student's order. To reduce this expense as much as possible, the student should bring with her all the books she may have that are likely to be of use.

As at all Randolph-Macon institutions, the tuition fee in the literary department is remitted to ministers of the two contributing conferences.

Should a student leave without good cause, the Institute reserves the right to refuse any reimbursement of fees.

---

\* When payments in full are made within the first week of each term the charge for the second term is \$75.00. The entire cost of board and literary tuition will thus be reduced to \$175.

† Elementary free to regular students in music.

‡ Free to boarding pupils.

No deduction is made for time lost, except in case of protracted illness of the pupil while absent from Institute, or continued absence due to other providential causes. The extra care, attention and expense involved in case of sickness in the Institute, for which no extra charge is made, are generally not adequately provided for by the regular charges.

The dormitories are arranged and furnished for two young ladies in each, and under ordinary circumstances it is expected that no young lady will room alone. If in any case it becomes necessary to depart from this rule, a charge of \$15 per session of nine months will be made for use of the room.

Pupils are liable for special damages to furniture or building other than ordinary wear.

The Principal cannot make advances of money for books, stationery, express charges, and other incidental expenses.

Each student should bring with her sheets, blankets, a counterpane, pillow-cases and towels.

Students will be met at the depot. Those arriving in Danville on the trains from Lynchburg or Richmond should cross to the south side of the river before leaving the cars. Street cars leave the depot at intervals of a few minutes throughout the day from 6 A. M. until 10 P. M. and run directly to the Institute.

For catalogues and further information, apply to

WILLIAM HOLMES DAVIS, PRINCIPAL,

*Danville, Va.*

## CALENDAR.

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### COMMENCEMENT.

Annual Sermon, 11 A. M., June 4th.

Celebration of Literary Societies, 8 P. M., June 5th.

Commencement Exercises, 11 A. M., June 6th.

Final Concert, 8 P. M., June 6th.

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### FOR SESSION OF 1899-1900 :

Session begins, Thursday, September 7th, 1899.

Second Term begins, Wednesday, January 24th, 1900.

Session ends, Wednesday, June 6th, 1900.









THE  
Randolph-Macon System  
OF  
Colleges and Academies.

---

**I. FOR MEN.**

1. RANDOLPH-MACON COLLEGE,  
ASHLAND, VA,  
Chartered 1830. Opened 1832.
2. RANDOLPH-MACON ACADEMY,  
BEDFORD CITY, VA.  
Opened 1890.
3. RANDOLPH-MACON ACADEMY,  
FRONT ROYAL, VA.  
Opened 1892.

**II. FOR WOMEN.**

1. RANDOLPH-MACON WOMAN'S COLLEGE,  
LYNCHBURG, VA.  
Opened 1893.
2. RANDOLPH-MACON INSTITUTE,  
DANVILLE, VA.  
Opened 1897.

---

CATALOGUE FOR 1899-1900.  
ANNOUNCEMENTS FOR 1900-1901.

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LYNCHBURG, VA.:  
J. P. BELL COMPANY, BOOK AND JOB PRINTERS.  
1900.





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# THE RANDOLPH-MACON SYSTEM.

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THE RANDOLPH-MACON SYSTEM of Colleges and Academies comprises now five members, offering secondary and collegiate instruction to both sexes, but in different institutions. Those for young men and boys are: (1) Randolph-Macon College, at Ashland, Va., chartered in 1830; (2) Randolph-Macon Academy, at Bedford City, Va., established in 1890; (3) Randolph-Macon Academy, at Front Royal, Va., established in 1892. Those for young women and girls are: Randolph-Macon Woman's College, at Lynchburg, Va., established in 1893; and Randolph-Macon Institute, Danville, Va., admitted 1897.

These five institutions are owned by one self-perpetuating chartered Board of Trustees, which has been entrusted by public-spirited Christian men and women with nearly three-quarters of a million dollars for the purpose of providing the best facilities for the education of young men and women under Christian influences. It is not sought or desired to influence the denominational preferences of students, but the officers in charge consider themselves under obligations to conform to the moral standards and religious usages of the Methodist Episcopal Church, South, under whose auspices the institutions were established. These schools and colleges are the contribution of members of that Church and of other patrons of Christian education who have confidence in its administration of such trusts, to the uplifting of the world by this means. The work is entirely benevolent. There are no stockholders, nor are the executive officers financially interested. The funds contributed for the purpose are applied to the best advantage for the making of noble men and women, and not to make money for any one. Any surplus of receipts is at once applied to improving the facilities or enlarging the corps of instructors.

The organization of these separate institutions into one system is designed to secure certain definite advantages.

**Saving Time.** *First*, The close correlation of the courses of the Academies with those of the College and of the Institute with those of the Woman's College should result in a distinct economy of time, and hence of expense to the student. It should naturally result that school and college working in thorough harmony



with each other, belonging indeed to one Board and under the supervision of one general officer, should more certainly make their work continuous and apply labor with less waste than where separate ends and ideals are proposed and independent courses are offered.

**Economy and Permanence.** *Secondly*, The combination of resources resulting from the ownership of the five institutions by one Board secures abundant financial facilities, commanding the best prices and largest discounts. The responsibility of the Board as a chartered corporation being undoubted, and the permanence of its general work being assured, confidence follows all its undertakings and strength is given each institution. In educational work it is especially desirable that parents and students be assured of the *permanence* of the institutions which they are invited to patronize and whose influence may become important to them.

**Opportunity for Selecting Teachers.** *Thirdly*, For the preceding reasons and others which might be named, positions in the System are specially attractive to teachers, and choice men are at all times available for the teaching corps. In most cases of teachers selected for the Academies and Institute, those chosen have been for years under the instruction of our own College faculties and are known to us personally and intimately. Testimonials are proverbially of little worth, and nothing less than constant and long continued contact with the developing student will enable one to select with certainty the capable teacher.

**Experienced Supervision.** *Fourthly*, Experienced supervision is secured in having a Board in charge that has conducted such work for nearly seventy years and from the continuous counsel and supervision of the Chancellor of the System and his special services for the special need of any institution.

These advantages of correlation aimed at, and to a degree at least realized, in the Randolph-Macon System are added to the individual excellencies of the several institutions as presented in the following pages.

## GIFTS AND LEGACIES.

---

The following gifts and legacies have been paid into our treasury during the fiscal year of 1899-1900:

By Mr. JOHN I. PRITCHETT, to found <i>The Albert G. Pritchett Memorial Scholarship</i> at Randolph-Macon College, Ashland, dividend-bearing stock valued at.....	\$1,666 00
By Mr. E. M. TILLEY, for Building Fund of the Woman's College....	1,150 00
By Mr. J. P. PETTYJOHN, for Building Fund of the Woman's College....	500 00
By Mr. LEVI D. AMES, for Building Fund of the Woman's College....	500 00
By Mr. GEORGE R. HILL, for Front Royal Academy.....	500 00
By Rev. P. H. WHISNER, D. D., for Front Royal Academy.....	500 00
By Dr. W. W. SMITH, for Bedford Academy (special).....	250 00
By Mrs. WIGHTMAN, for scientific apparatus at Randolph-Macon College, Ashland.....	150 00
By Prof. R. H. SHARP, for Building Fund of the Woman's College....	125 00
By Dr. F. W. MARTIN, for Building Fund of the Woman's College..	125 00
By Mr. JOHN C. FREEMAN, a valuable collection of books for the library of Randolph-Macon College, Ashland.	

We are gladdened by information that many subscriptions to the Twentieth Century Educational Fund now being raised by the M. E. Church, South, have been designated by the donors for our work. The usefulness of the Randolph-Macon System can be greatly increased if larger means are placed at the disposal of the Board of Trustees. At many points we need to strengthen and to enlarge our work, but are held back by lack of funds. Sixty-nine years of successful administration has, we trust, given the Randolph-Macon Board of Trustees an established place in public confidence as administrators of educational funds, and the soundness of the educational work done under its direction has made Randolph-Macon an honored name.

Being prepared to attract students and to apply resources to great advantage, we solicit the benefactions of philanthropists for the institutions under our direction.

### FORM OF LEGACY.

"I give and bequeath to the Trustees of Randolph-Macon College,  
 \_\_\_\_\_dollars for the uses of that corporation."

## BOARD OF TRUSTEES.

---

PRESIDENT—BISHOP JNO. C. GRANBERY, D. D.  
 FIRST VICE-PRESIDENT—REV. S. K. COX, D. D.  
 SECOND VICE-PRESIDENT—REV. P. WHITEHEAD, D. D.  
 RECORDING SECRETARY—REV. S. S. LAMBETH, D. D.

---

	ELECTED
RICHARD IRBY.....	Ashland, Va..... 1854
BISHOP JOHN C. GRANBERY.....	Ashland, Va..... 1865
*REV. ALEX. G. BROWN, D. D.....	Ashland, Va..... 1871
BISHOP ALPHEUS W. WILSON.....	Baltimore, Md..... 1871
REV. WILLIAM W. WALKER.....	Oldham's Cross Roads, Va.... 1871
REV. PAUL WHITEHEAD, D. D.....	Lynchburg, Va..... 1875
JAMES B. PACE.....	Richmond, Va..... 1876
LEROY S. EDWARDS.....	Richmond, Va..... 1877
RICHARD B. DAVIS.....	Petersburg, Va..... 1877
REV. JOHN J. LAFFERTY, D. L.....	Crozet, Va..... 1879
REV. J. S. HUTCHINSON.....	Lewisburg, W. Va..... 1882
REV. S. K. COX, D. D.....	Harrisonburg, Va..... 1882
REV. W. E. JUDKINS, D. D. ....	Salisbury, Md..... 1883
JOHN P. BRANCH.....	Richmond, Va..... 1883
C. V. WINFREE.....	Lynchburg, Va..... 1883
WILBUR J. KILBY.....	Suffolk, Va..... 1883
E. S. CONRAD.....	Harrisonburg, Va..... 1885
P. V. D. CONWAY.....	Fredericksburg, Va..... 1886
REV. J. LESTER SHIPLEY.....	Roanoke, Va ..... 1887
REV. RICHARD FERGUSON.....	Flint Hill, Va..... 1887
E. B. PRETTYMAN.....	Baltimore, Md..... 1887
REV. S. S. LAMBETH, D. D.....	Cambridge, Md. .... 1888
REV. J. D. HANK.....	Charlottesville, Va..... 1888
J. P. PETTYJOHN.....	Lynchburg, Va..... 1888
A. S. BUFORD.....	Richmond, Va..... 1888
E. D. NEWMAN.....	Woodstock, Va..... 1888
REV. J. P. GARLAND, D. D.....	Richmond, Va..... 1891
F. H. CHALMERS.....	Salem, Va..... 1891
REV. B. F. LIPSCOMB.....	Petersburg, Va..... 1892
BEV. J. W. DUFFEY.....	Washington, D. C..... 1892
G. R. HILL.....	Alexandria, Va..... 1892
R. W. PEATROSS.....	Danville, Va..... 1894
GEO. B. FINCH.....	Boydton, Va..... 1894
REV. J. E. ARMSTRONG.....	Staunton, Va..... 1895

\* Deceased, March 16, 1900.

	ELECTED
REV. DAVID BUSH.....Salem, Va .....	1895
ROBT. MAGRUDER.....Arlington, Md.....	1895
GEO. L. NEVILLE.....Portsmouth, Va .....	1896
REV. J. C. REED.....Manchester, Va.....	1897
REV. J. T. MASTIN.....Berkley, Va.....	1899
REV. B. W. BOND, D. D.....Winchester, Va.....	1899
W. W. VICAR.....Norfolk, Va.....	1899

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## STANDING COMMITTEES.

---

### Finance Committee.

*REV. A. G. BROWN, D. D.	REV. J. S. HUTCHINSON.
GEO. L. NEVILLE.	E. D. NEWMAN.
REV. B. F. LIPSCOMB.	REV. DAVID BUSH.
W. W. VICAR.	

### Grounds and Buildings.

REV. J. LESTER SHIPLEY.	W. J. KILBY.
R. W. PEATROSS.	

### Library.

BISHOP J. C. GRANBERY.	REV. S. K. COX, D. D.
RICHARD IRBY.	

### Course of Instruction.

REV. PAUL WHITEHEAD, D. D.	REV. J. E. ARMSTRONG.
REV. RICHARD FERGUSON.	

### Committee on Faculty.

BISHOP J. C. GRANBERY.	REV. J. POWELL GARLAND, D. D.
REV. WM. G. STARR, <i>Pres't R.-M. C.</i>	CHANCELLOR WM. W. SMITH, LL.D.
REV. J. LESTER SHIPLEY.	

---

\* Deceased.



## EXECUTIVE COMMITTEES.

## Randolph-Macon College, Ashland, Va.

\*REV. A. G. BROWN, D. D.

R. B. DAVIS.

REV. J. POWELL GARLAND, D. D.

GEORGE L. NEVILLE.

BISHOP J. C. GRANBERY.

JOHN P. BRANCH.

REV. J. T. MASTIN.

RICHARD IRBY.

*Prest. W. G. STARR, ex-officio.*

## Randolph-Macon Woman's College, Lynchburg, Va.

C. V. WINFREE.

REV. J. S. HUTCHINSON.

REV. PAUL WHITEHEAD, D. D.

CHANCELLOR W. W. SMITH.

## Randolph-Macon Academy, Bedford City, Va.

F. H. CHALMERS.

G. L. NEVILLE.

REV. J. C. REED.

## Randolph-Macon Academy, Front Royal, Va.

E. D. NEWMAN.

REV. J. L. SHIPLEY

GEO. R. HILL.

## Randolph-Macon Institute, Danville, Va.

REV. B. F. LIPSCOMB.

R. W. PEATROSS.

W. W. VICAR.

## Randolph-Macon Woman's College, Lynchburg, Va.

*BUILDING AND ENDOWMENT COMMITTEE:*

GEO. M. JONES.

R. H. T. ADAMS.

J. W. WATTS.

J. P. PETTYJOHN.

CHANCELLOR WM. W. SMITH.

---

\* Deceased.

## EXECUTIVE OFFICERS.

---

WM. W. SMITH, A. M., LL. D.,  
*Chancellor R.-M. System.*

REV. W. G. STARR, D. D.,  
*President R.-M. College.*

R. E. BLACKWELL, A. M.,  
*Vice-Prest. R.-M. College.*

F. W. MARTIN, M. S., PH. D.,  
*Vice-Prest. R.-M. Woman's College.*

E. S. SMITH,  
*Principal R.-M. Academy, Bedford City.*

C. L. MELTON,  
*Principal R.-M. Academy, Front Royal.*

WM. HOLMES DAVIS, A. B.,  
*Principal R.-M. Institute.*

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## SUMMARY OF OFFICERS AND STUDENTS.

Officers of instruction and administration.....	72
Students.....	620

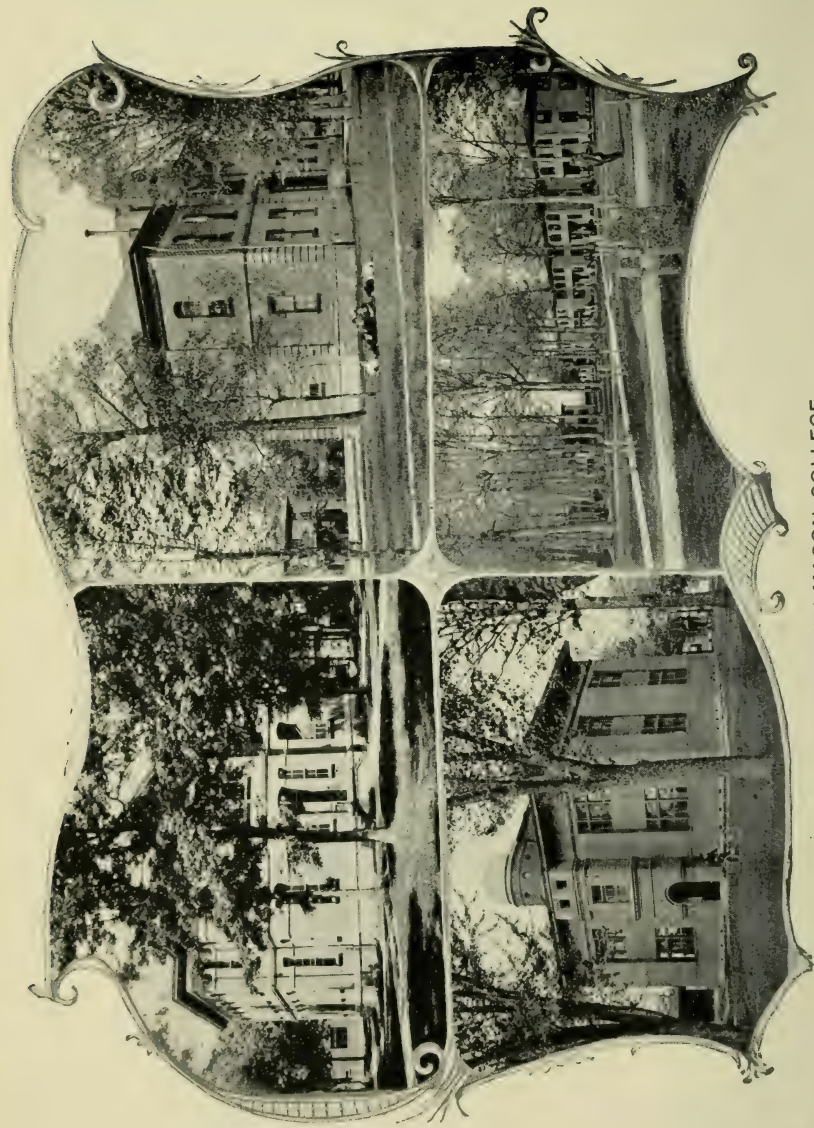
From twenty-two States and countries.

[For details see sections devoted to the several institutions.]



LIBRARY  
OF THE  
UNIVERSITY OF CALIFORNIA





RANDOLPH-MACON COLLEGE

1. Pace Lecture Hall
2. Pettyjohn Hall of Science

3. Society Halls and Library
4. Students' Cottages

# CATALOGUE

OF

## Randolph-Macon College

ASHLAND, VA.

---

*SIXTY-EIGHTH SESSION.*

1899-1900.

---

ANNOUNCEMENTS FOR

1900-1901.

OFFICERS  
OF  
THE SOCIETY OF ALUMNI  
OF  
RANDOLPH-MACON COLLEGE.

1899-1900.

---

HON. RICHARD B. DAVIS, Petersburg, Va., *President.*

PROF. J. L. ARMSTRONG, Lynchburg, Va., *First Vice-President.*

REV. ERNEST STEVENS, Culpeper, Va., *Second Vice-President.*

DR. EDWIN W. BOWEN, Ashland, Va., *Secretary and Treasurer.*

PROF. ROYALL B. SMITHEY, Ashland, Va., *Recording Secretary.*

WALTER H. PAGE, LL. D., New York, *Orator.*

DR. W. E. EDWARDS, Ashland, Va., *Alternate.*

## OFFICERS OF INSTRUCTION AND ADMINISTRATION.

---

WILLIAM G. STARR, A. M., D. D.,  
*President.*

ROBERT EMORY BLACKWELL, A. M.,  
*Vice-President.*

ROBERT EMORY BLACKWELL, A. M.,  
*Professor of English and French.*

ROYALL BASCOM SMITHEY, A. M.,  
*Professor of Pure and Applied Mathematics.*

ARTHUR C. WIGHTMAN, M. A., PH. D.,  
*Adjunct Professor of Biology and Physics.*

EDWIN WINFIELD BOWEN, A. M., PH. D.,  
*Professor of Latin.*

DE LA WARR B. EASTER, A. M.,\*  
*Adjunct Professor of Greek and German.*

CHARLES DABNEY RAGLAND, A. M., PH. D.,  
*Professor of Chemistry and Geology.*

WILLIAM E. EDWARDS, A. M., D. D.,  
*Professor of Moral Philosophy and the English Bible.*

——— ——— †  
*Professor of History and Economics.*

BISHOP J. C. GRANBERY, A. M., D. D.,  
*Lecturer on Homiletics and Pastoral Theology.*

W. S. BROWN,  
*Director of Physical Culture.*

H. G. LAVINDER, D. R. ANDERSON,  
*Instructors in Latin.*

T. M. CAMPBELL,  
*Instructor in English.*

RICHARD IRBY, A. M.,  
*Secretary and Treasurer.*

D. S. ELLIS, M. D.,  
*College Physician.*

REV. W. H. ATWILL,  
*Chaplain.*

---

\* Resigned; resignation to take effect September, 1900.

† To be elected.



## MATRICULATES.

1899-1900.

WITH NUMBER OF SESSIONS ATTENDED.

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NAME.	ADDRESS.	STATE.	
Allen, Joseph Allen.....	Whaleyville .....	Virginia	4
Ames, Harry Lee.....	Painter.....	Virginia	1
Anderson, Dice Robins. . . . .	Saluda.....	Virginia	3
Anderson, Joseph Edgar.....	Saluda.....	Virginia	1
Atwill, Robert Bailey.....	Ashland.....	Virginia	2
Baker, Harvie Smith.....	Suffolk.....	Virginia	2
Balthis, Joseph Hendrickson.....	New Market.....	Maryland	4
Bell, George Mann.....	Lynchburg.....	Virginia	2
Bibb, William Chew.....	Louisa.....	Virginia	2
Bond, Beverly Waugh, Jr.....	Winchester.....	Virginia	2
Bond, Frank M.....	Winchester .....	Virginia	1
Bringhurst, Newton Taliafero.....	Alexandria.....	Louisiana	3
Burge, William Edward.....	Mineral.....	Virginia	2
Campbell, Thomas Moody.....	Ashland.....	Virginia	5
Carter, Clarence Minor.....	Ashland.....	Virginia	3
Carter, Robert.....	Amelia.....	Virginia	1
Carter, Warner Peatross.....	Danville.....	Virginia	3
Cooper, Frank Briscoe.....	Keezletown .....	Virginia	1
Copenhaver, John C.....	Baltimore .....	Maryland	1
Cralle, Alphonzo Augustus .....	Kilmarnock.....	Virginia	2
Crawley, Lindsay.....	Adriance.....	Virginia	1
Crutchfield, Lee Gary.....	Richmond.....	Virginia	1
Davis, Harry Sutton.....	Norfolk .....	Virginia	2
Davis, Henry Woodhouse.....	Ivor.....	Virginia	2
Davis, Robert Beale.....	Petersburg....	Virginia	1
Dulaney, Harry Kennedy.....	Baltimore.....	Maryland	1
Dunkley, Harry Wilson.....	Red Bank.....	Virginia	2
Edwards, Charles Almand.....	Ashland.....	Virginia	1
Edwards, John Ellis.....	Ashland.....	Virginia	1
Edwards, Leroy Summerfield.....	Richmond.....	Virginia	3
Eggleston, John Reed.....	Lucia.....	Virginia	1
Ferguson, C. Guy.....	Flint Hill.....	Virginia	1
Fielding, George Herbert.....	Fishersville.....	Virginia	1
Fitzgerald, Alfred Benton.....	Danville.....	Virginia	2
Fleetwood, Harvey.....	Waverly.....	Virginia	2
Forrester, George Thomas.....	Kinsale.....	Virginia	1
Furr, Fenton.....	Bloomfield.....	Virginia	2
Gates, William Benjamin.....	Colleen.....	Virginia	4

NAME.	ADDRESS.	STATE.	
Gee, John William.....	Lochleven.....	Virginia	4
Graves, Edward Charlton.....	Washington.....	District of Columbia	1
Green, Charles Edward.....	Petersburg.....	Virginia	1
Gregory, Henry Claiborne.....	Pungoteague.....	Virginia	3
Grimm, Randolph Macon.....	Stephens City.....	Virginia	1
Haden, Leonidas Arnold.....	Evington.....	Virginia	3
Hank, Philip Manning.....	Onancock.....	Virginia	1
Hank, Sydney Wailes.....	Onancock.....	Virginia	1
Hasel, George.....	Baltimore.....	Maryland	3
Heath, Thomas James Chandler....	Wachapreague.....	Virginia	3
Hepburn, Norval Thomas.....	Oliver.....	Virginia	3
Holloway, Henry Wert.....	Petersburg.....	Virginia	1
Humphrey, James Luther.....	Paxson.....	Virginia	2
Hunter, Robert Tucker.....	Ashland.....	Virginia	2
Hupman, James Burnett.....	Staunton.....	Virginia	2
Kellam, Fred. Cæsar Augustus.....	Pungoteague.....	Virginia	1
Kellam, Vernon Hope.....	Princess Anne.....	Virginia	1
Kellam, William Finney.....	Locustville.....	Virginia	2
Kennedy, Henry H., Jr.....	Charlestown.....	West Virginia	1
Kidner, Gracen Dailey.....	Romney.....	West Virginia	2
Kilby, Bruce Tynes.....	Suffolk.....	Virginia	1
Kilby, John Richardson.....	Suffolk.....	Virginia	4
Kincaid, Frank Tate.....	Jackson.....	Tennessee	1
Kincaid, Lloyd Hurlbert.....	Alderson.....	West Virginia	2
Kline, Howard Wheelwright.....	Vaocluse.....	Virginia	3
Kline, John Markwood.....	Woodstock.....	Virginia	1
Lavinder, Henry George.....	Martinsville.....	Virginia	4
Leake, James Miller.....	Ashland.....	Virginia	4
Lear, Joseph Merritt.....	Petersburg.....	Virginia	5
Lewis, Raymond H.....	Fishing Creek.....	Maryland	1
Lipscomb, Herbert Cannon.....	Petersburg.....	Virginia	2
Lowe, Robert Gayle.....	Portsmouth.....	Virginia	4
McAden, Robert Hicks.....	Diamond Grove.....	Virginia	3
McCabe, Robert Emmett.....	Leesburg.....	Virginia	1
McNeal, William Burton.....	Garysburg.....	North Carolina	2
Neville, Joseph Hugh.....	Portsmouth.....	Virginia	5
Newman, Wilbur Lauk.....	Woodstock.....	Virginia	3
Peake, James Fred.....	Alexandria.....	Virginia	1
Peatross, Garnett.....	Danville.....	Virginia	1
Peatross, Hunter.....	Danville.....	Virginia	3
Peerman, Ernest Lee.....	Danville.....	Virginia	4
Pettigrew, Arthur Hamilton.....	Manchester.....	Virginia	1
Pfeiffer, Henry Casper.....	Lynchburg.....	Virginia	3
Phelps, Thomas Hammond.....	Body Camp.....	Virginia	1
Pleasants, Charles E.....	Manchester.....	Virginia	1
Plitt, Howard M.....	Baltimore.....	Maryland	1
Poindexter, Eldridge Watts.....	Lynchburg.....	Virginia	1

NAME.	ADDRESS.	STATE.	
Pratt, John Lee.....	Monteithsville.....	Virginia	1
Pugh, Robert Beall.....	Capon Bridge.....	West Virginia	1
Redd, Samuel Coleman.....	Beaver Dam.....	Virginia	3
Redd, Samuel Minor.....	Noel.....	Virginia	1
Richards, Jesse Washington.....	Hamilton.....	Virginia	1
Riley, Earl.....	Richmond.....	Virginia	3
Rhodes, Clarence Adair.....	Buchanan.....	Virginia	1
Roszel, Richard Julian.....	Welbourne.....	Virginia	2
Ruffin, Benjamin Allen.....	Chester.....	Virginia	1
Sanders, George Washington, Jr....	White Stone.....	Virginia	2
Sanders, Hartley P.....	Clarksburg....	Maryland	1
Saunders, William Bouldin.....	Penicks.....	Virginia	2
Shackford, John Walter.....	Bedford City.....	Virginia	3
Shires, Letcher Stevens.....	Alderson.....	West Virginia	2
Simcoe, Walter Taylor, Jr.....	Norfolk.....	Virginia	2
Simpson, Thomas McNider.....	Danville.....	Virginia	2
Smith, Francis Osgood.....	Norfolk.....	Virginia	1
Smith, John William.....	Washington.....	District of Columbia	3
Smithey, Frank Rosser.....	Ashland.....	Virginia	1
Smithey, William Royall.....	Ashland.....	Virginia	1
Starr, Ernest Leigh.....	Ashland.....	Virginia	1
Stern, Joseph Lane, Jr.....	Richmond.....	Virginia	1
Taylor, George William Martin.....	Pungoteague.....	Virginia	2
Thomas, William Archer.....	Martinsville.....	Virginia	1
Thrift, Charles Tinsley.....	Wicomico.....	Virginia	2
Tomlinson, John Kester.....	Pickaway.....	West Virginia	1
Tucker, John Richard.....	Lowesville.....	Virginia	6
Tufts, Orrie Hancock.....	Norfolk.....	Virginia	1
Turner, George Earnest.....	Richmond.....	Virginia	1
Turner, Virginius Rudder.....	Hollydale.....	Virginia	1
Tuttle, Clayton Orlando.....	Hanover.....	Virginia	3
Tyler, Barrett P.....	Falls Church.....	Virginia	2
Vickers, James Caton.....	Golden Hill.....	Maryland	4
Walters, John Porter.....	Madison Mills.....	Virginia	1
Ware, John Nottingham.....	Ashland.....	Virginia	3
Watkins, George Washington.....	Laban.....	Virginia	2
Watts, James Owen.....	Lynchburg.....	Virginia	2
Watts, Marcus Huber.....	Hickory.....	Virginia	3
Watson, Edward Martin.....	Martinsville.....	Virginia	1
Weaver, Charles Holmes.....	Cedarville.....	Virginia	1
Westcott, Nathaniel Powell.....	Mappsburg.....	Virginia	1
Weston, Harry Lee.....	Port Haywood.....	Virginia	2
Wilson, Richard Taylor, Jr.....	Petersburg.....	Virginia	2
Winn, James Arthur.....	Lochleven.....	Virginia	1
Wright, S. Otto.....	Richmond.....	Virginia	4
Young, Charles Henry.....	Petersburg.....	Virginia	4

**SPECIAL STUDENTS IN CHEMISTRY,  
Summer Session 1899-1900.**

Blanchard, W. M.....	Hertford, N. C.
A. M. Randolph-Macon College. Graduate student of the Johns Hopkins University, sessions '97-'98, '98-'99.	
Bradford, G. L.....	Marion, Ala.
A. M. Randolph-Macon College. Instructor in Military Academy, Marion, Ala., session 1898-'99.	
Canter, Hall.....	Baltimore, Md.
A. M. Randolph-Macon College. Graduate student of the Johns Hopkins University, sessions 1897-'98, '98-'99.	
Clarke, F. E.....	New Martinsburg, W. Va.
B. S. University of West Virginia. Graduate student of the Johns Hopkins University, session 1898-'99.	
Kern, A. A.....	Nashville, Tenn.
A. M. Randolph-Macon College. Instructor in Biology, Vanderbilt University, session 1899-1900.	
Patterson, A. M.....	Xenia, Ohio.
A. B. Princeton University. Graduate student of the Johns Hopkins University, 1898-'99.	
Russell, G. W.....	Onancock, Va.
A. M. Randolph-Macon College. Graduate student of the Johns Hopkins University, sessions 1897-'98, '98-'99.	
Redd, S. C.....	Ashland, Va.
Undergraduate student in Randolph-Macon College.	
Ware, J. N.....	Ashland, Va.
Undergraduate student in Randolph-Macon College.	

**SPECIAL STUDENTS IN PHYSICS.**

Bradford, G. L.....	Marion, Ala.
A. M. Randolph-Macon College. Instructor in Military Academy, Marion, Ala., session 1898-'99.	
Rucker, M. P.....	Richmond, Va.
A. M. Randolph-Macon College. Student of the University College of Medicine, session 1899-1900.	

**CANDIDATES FOR DEGREES.**

Eure, John Walter.....	Gatesville.....	North Carolina
Hughlett, James Duncan.....	Lancaster.....	Virginia
Wheary, William Augustus.....	Ettrick.....	Virginia

**SUMMARY.**

Matriculates in College.....	131
Candidates for Degrees.....	3
Special students in Chemistry Summer School.....	9
Special students in Physics.....	2
	<hr/>
Repetitions.....	145
	<hr/>
Total .....	142



## DEGREES AND HONORS CONFERRED.

JUNE, 1899.

## PH. B.

Robert H. Sheppe.....Virginia

## MASTERS OF ART.

Carl H. Davis.....Virginia

Alfred A. Kern.....Virginia

George B. Lawson.....Virginia

George L. Neville.....Virginia

Marvin P. Rucker.....Virginia

Robert H. Sheppe.....Virginia

## BACHELORS OF ARTS.

Harry W. Burruss.....Maryland

James D. Hughlett.....Virginia

J. Woode Jordan.....Virginia

Alexander McGill.....Virginia

John F. Messick.....Maryland

Edson K. Odell.....Virginia

Ashton C. Southall.....Virginia

John R. Tucker.....Virginia

Samuel R. Tyler.....Virginia

James C. Vickers.....Virginia

J. Henley Walker.....Virginia

## LL. D.

Walter H. Page.....New York City

## PROFICIENTS IN SUBJECTS.

Allen, J. M.....Mathematics.....Virginia

Anderson, D. R.....Latin.....Virginia

Campbell, T. M.....Chemistry, Greek.....Virginia

Carter, W. P.....Latin.....Virginia

Davis, C. H.....English, French, Chemistry, Biology.....Virginia

Gray, B. H.....Chemistry.....Virginia

Haden, L. A.....German.....Virginia

Hepburn, N. T.....Mathematics, Chemistry, English, German....Virginia

Hughlett, J. D.....Latin, French, Biology.....Virginia

Kern, A. A.....Chemistry, English, French, Biology.....Virginia

Kilby, J. R.....Latin.....Virginia

Kline, H. W.....German.....Virginia

Lavinder, H. G.....Latin, Chemistry.....Virginia

Lawson, G. B.....English, French, Chemistry, Biology.....Virginia

McGill, A.....	Mathematics.....	Virginia
Messick, J. F.....	Mathematics.....	Virginia
Moore, L. C.....	Greek.....	Virginia
Neville, G. L., Jr.....	English, French, Chemistry, Biology.....	Virginia
Newman, W. L.....	French.....	Virginia
Odell, E. K.....	Latin, English Bible.....	Virginia
Peatross, H.....	German, Latin.....	Virginia
Powell, E. H.....	English Bible.....	Virginia
Redd, S. C.....	Mathematics, Chemistry.....	Virginia
Rucker, M. P.....	English, Biology.....	Virginia
Shackford, J. W.....	Latin.....	Virginia
Sheppe, Robert H.....	French, Biology.....	Virginia
Southall, A. C.....	German, Mathematics.....	Virginia
Tucker, J. R.....	French.....	Virginia
Tyler, S. R.....	Latin.....	Virginia
Valentine, W. B.....	Latin.....	Virginia
Ware, J. N.....	German.....	Virginia
Wheary, W. A.....	German.....	Virginia
Young, C. H.....	English.....	Virginia

# MEDALISTS.

## SUTHERLIN MEDAL FOR ORATORY.

Leslie Goodloe.....	Tennessee
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## H. W. MURRAY MEDALS FOR SCHOLARSHIP.

Proficiency.....	D. R. Anderson.....	Virginia
Scholarship.....	A. A. Kern.....	Virginia

## WALTON GREEK PRIZE.

T. M. Campbell.....	Virginia
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## BENNETT MEMORIAL HISTORICAL MEDAL.

A. A. Kern.....	Virginia
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## WASHINGTON LITERARY SOCIETY MEDALS.

Declaimer's.....	G. W. M. Taylor.....	Virginia
Debater's.....	S. Otto Wright.....	Virginia
Orator's.....	Leslie Goodloe.....	Tennessee

## FRANKLIN LITERARY SOCIETY MEDALS.

Declaimer's.....	J. L. Humphrey.....	Virginia
Debater's.....	Earl Riley.....	Virginia
Improvement in Debate.....	John R. Kilby.....	Virginia

## HISTORICAL SKETCH.

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On the 3d of February, 1830, the Legislature of Virginia granted a Charter, incorporating "The Trustees of Randolph-Macon College"—as follows :

"1. *Be it enacted by the General Assembly*, That there be, and is hereby erected and established, at or near Boydton, in the county of Mecklenburg, in this Commonwealth, a seminary of learning for the instruction of youth in the various branches of science and literature, the useful arts, agriculture, and the learned and foreign languages.

"2. *And be it further enacted*, That the said seminary shall be known and called by the name of Randolph-Macon College.

"3. *And be it further enacted*, That Hezekiah Leigh, John Early . . . . Nathaniel Alexander (with twenty-nine others) be, and are hereby constituted and appointed trustees of said college, who and their successors shall be a body corporate by the name of the 'Trustees of Randolph-Macon College' . . . ."

This act of the General Assembly is a matter of special interest in showing Randolph-Macon to be now the oldest Methodist college in America, by date of incorporation.

The movement to establish the College was begun in response to the recommendation of the General Conference of the Methodist Episcopal Church, in 1824, which was "that each Annual Conference establish a seminary of learning under its own regulations and patronage." The Virginia Conference at its session in the following year considered the question of "establishing such a seminary." The chief promoters of the undertaking—the "founders" of Randolph-Macon—were the Rev. Hezekiah G. Leigh, of the Virginia Conference, and Gabriel P. Disosway, a wise and liberal layman, both of them at that time residing in the city of Petersburg.

In April, 1830, the Board of Trustees was formally organized. The Rev. John Early was the first chairman ; the Rev. William A. Smith the first secretary.

The erection of a suitable building was authorized, and the work begun as soon as practicable. The site was just outside the village of Boydton, Mecklenburg county, Va. This situation, near the line of Virginia and North Carolina, was chosen with a view to the accommo-

dation of both the chief patronizing States—Virginia and North Carolina.

Randolph-Macon began its scholastic work in January, 1832, when Hugh A. Garland, brother to Dr. Landon C. Garland, taught the first class in the preparatory department. The College proper began its work the next October, with the Rev. Martin P. Parks as President *pro tempore*. The Rev. John Emory, afterwards Bishop, was the first president elect. The Rev. Stephen Olin was the first to accept and serve.

The first graduate was John C. Blackwell, of Virginia, whose diploma was conferred in June, 1835. The first class taking the whole four years' course received their degrees the next year. From that time continuously, with the exception of several years during and immediately after the war, classes have been graduated.

For many years the career of the College was a struggle for existence; but during these years of stress and trial, without endowment, it did a great and useful work. Many of the foremost men of Methodism were connected with it; and from its body of students went out men of renown in Church and State, not a few whose lives have proved a signal blessing to the world.

The first regular endowment fund was raised just before the war between the States, by President Wm. A. Smith and the Rev. H. B. Cowles. But the war closed the doors of the College and rendered the most of its endowment worthless.

In 1866 it was re-opened under serious embarrassments. Railways had been destroyed by the war; the nearest was now a day's journey from the College. Besides, the North Carolina Conference had established a college of its own, whose patronizing territory was almost in sight of Randolph-Macon. On the other hand, the Baltimore Conference at its session in March, 1867, had offered its patronage to the College, and had been admitted into participation in its supervision and privileges. Under these circumstances the removal of the institution to a more suitable locality became necessary.

Happily the ideal leader in this hazardous new departure was secured in the person of the Rev. James A. Duncan, D. D., an alumnus of the class of 1849, and one of the most highly gifted men of his day. Under his presidency the College began its career at Ashland, Va., its present seat, and very soon it reached a height of prosperity and influence to which it had never before attained. In its service the president laid down his life, universally loved and honored.



The successor of Dr. Duncan was the Rev. W. W. Bennett, D. D., an able and faithful worker. In the year 1886 Dr. Bennett, in broken health, resigned, and in the same year Dr. Wm. W. Smith was elected president.

Under Dr. Smith's administration the endowment was largely increased; four new buildings were erected, including a new gymnasium; physical culture was made a part of the course, and the library, and the laboratories were greatly enlarged and improved.

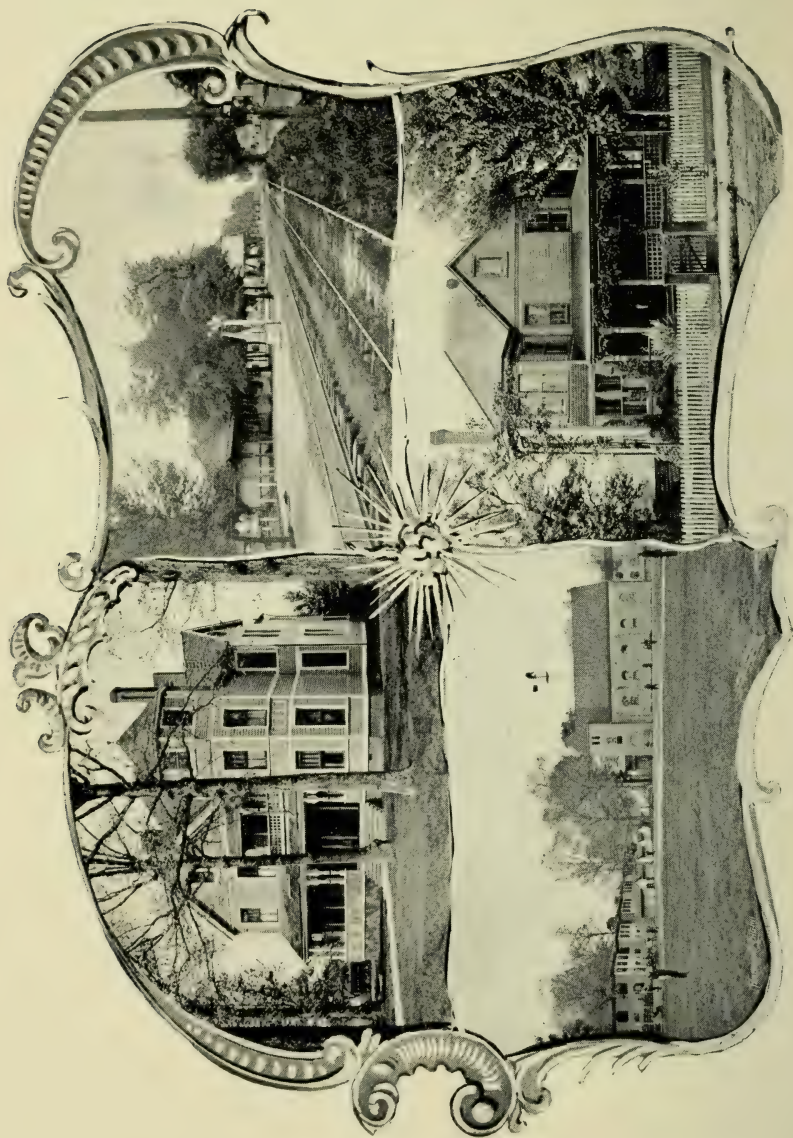
But the most notable feature of this administration was the founding of the Academies at Bedford City and Front Royal, and the Randolph-Macon Woman's College at Lynchburg.

All these institutions, together with the parent College and the Danville Institute for young ladies, are now under one Board of Trustees, and are united in a single educational system.

In the year 1896 Dr. J. A. Kern was elected President of the College, and Dr. Smith was made Chancellor of the Randolph-Macon System of Colleges and Academies.

President Kern resigned in 1899, and Rev. W. G. Starr, D. D., was elected President, and Rev. W. E. Edwards, D. D., succeeded Dr. Kern as Professor of the English Bible.





# RANDOLPH-MACON COLLEGE

1. President's House  
2. Gymnasium

3. Railway Station  
4. Professor's House

## ANNOUNCEMENTS.

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### GENERAL INFORMATION.

ASHLAND is immediately on the Richmond, Fredericksburg and Potomac Railroad, sixteen miles north of Richmond, upon the most elevated plateau between that city and Fredericksburg, Va. The location is distinguished for healthfulness and accessibility. On this account the village of Ashland was originally incorporated as a summer resort, and is much frequented during the heated term, while the comparative infrequency and the brief duration of severely cold weather make it especially favorable to health and comfort during the College session. The severe pneumonia and violent fevers of the mountains and the malarial diseases of the Tidewater regions are comparatively unknown.

Six passenger trains each way stop at the College daily. Telegraphic connection is had with all parts of the country. Mail six times a day.

**Grounds and Buildings.** The campus contains about twelve acres, beautified and shaded by a fine grove of oaks and maples. It has been thoroughly under-drained; gravel walks have been laid out, and many other improvements conducive to the comfort and convenience of the students have been made.

The buildings, besides professors' residences, are eight dormitories, the Pace Lecture-Room Building and Chemical Laboratory, the Duncan Memorial Chapel, the Library and Halls of the Literary Societies, the Gymnasium, and the Pettyjohn Hall of Science, for lecture-rooms and laboratories for practical work in Physics and Biology.

The observatory contains a five-inch equatorial refracting telescope, transit instrument, sextant, &c.

**Libraries.** THE COLLEGE LIBRARY contains over eight thousand volumes, and valuable additions are annually being made by donations and purchases. The books are free to the students.

THE WALTON CLASSICAL LIBRARY, with an endowment of \$1,000, contains works on Greek and Latin subjects, and is under the management of the professors of those languages. The value of the books it now contains amounts to about \$500, and new books are added each year.



THE DARDEN ENGLISH LIBRARY, founded in 1888 by A. S. Darden, Esq., of Suffolk, Va., in memory of his son, A. Allen Darden, has an endowment of \$1,000. The income will be devoted to the purchase of books for the use of students in the Department of English.

**Literary Societies.** The Washington and Franklin Literary Societies, meeting weekly in their large and elegantly furnished halls for literary and oratorical exercise, are admirably conducted and enthusiastically sustained. They afford to every member an opportunity to acquaint himself practically with the methods of procedure in public assemblies, and with the duties of presiding and recording officers, and give invaluable practice in declamation and debate under the stimulus of a generous emulation for the rewards offered by them for excellence or for progress. They also edit and publish monthly a literary magazine. A student who fails to identify himself with one or the other of these Societies, loses an unusual opportunity to secure for himself privileges of great value.

**Religious Oppor-** The daily work of the College is begun with religious  
**tunities.** exercises in the Chapel.

The Methodist, Episcopal, Presbyterian, Christian and Baptist churches of the village hold each two public services on the Sabbath, and at least one during the week, and the students provide frequent social religious meetings for their own benefit.

Bible classes conducted in the College Chapel on Sabbath mornings offer opportunity for Bible study under the instruction of the professors and officers of the College and other selected teachers, in addition to the course in the English Bible offered as regular College work. Several preaching appointments in the neighborhood are regularly filled by ministerial students.

**YOUNG MEN'S CHRISTIAN ASSOCIATION.**—This organization in the College offers many advantages to its members. It unites young men of different denominational preferences in bonds of mutual sympathy and fellowship, and gives Christian students, while away from their home-churches, helpful privileges and duties as members of a world-wide religious organization. Under its auspices, varied and interesting religious exercises are held in the cottages and in its own beautifully furnished room on the campus, and seven Sunday-schools are sustained in the neighborhood.

**Government.** Every student entering the College is presumed to be a gentlemen, and so long as he remains connected with it, is treated as such. In particular, his word is relied upon implicitly,

and in all matters touching his own conduct is called for and accepted as the basis of action. This confidence in the integrity of our students lies at the foundation of our intercourse with them, and when any student forfeits it, he must be immediately excluded from the College. The one broad rule of Randolph-Macon is that all are required to conduct themselves in a moral, gentlemanly and student-like manner. In defining these terms, such special regulations and admonitions will be given as circumstances may call for. All that concerns the physical, mental and moral well-being of our students enlists our affectionate solicitude. We stand to them as friends, counsellors and guides, and, while exercising our authority with freedom and firmness, shall expect their obedience to be based rather upon a sense of right and an appreciation of the necessity of system and order, than upon the fear of set penalties. When a young man cannot be influenced by appeals to these motives, we do not consider him prepared for college.

No student found to be dissipated or persistently idle can be retained. We shall seek earnestly to reform any such, but our duty to others under our care will not allow the effort to be long continued. No pains shall be spared to maintain a pure and wholesome moral atmosphere; and whenever, for any reason, we are satisfied that the presence of any student is corrupting others, or that his influence is felt for evil in the College, we shall refund the proportionate part of the fees paid, and require his withdrawal.

**Class Organization.** After an experience of many years, during which both methods have been tested, we deem a well guarded elective system preferable, under existing circumstances, to the curriculum. It affords an advanced student, having special aims, the privilege of pursuing a desired course, and it enables the Faculty to assign suitable work to those who are without uniform preparation, or who cannot remain long enough to complete the full course required for a degree.

Instruction is given by text-books and lectures. The effort is made to secure thorough scholarship, and students are retained in lower, or returned from higher to lower classes, until the Professor considers them qualified to advance.

As each undergraduate course is satisfactorily completed, a Certificate therefor is issued to the student. When the work prescribed in the entire course of instruction in any subject is satisfactorily completed by an approved examination, the student is awarded a Certificate of Proficiency in that subject.

**Choice of Studies.**

Students will be enrolled in appropriate classes after conference with the President and Professors. Each one is required to have not less than fifteen recitations a week, unless there are special reasons to the contrary, and no study can be changed or discontinued without the consent of the Faculty.

**Degrees.**

The degrees conferred are Bachelor of Arts and Master of Arts. The attainments required to secure these degrees are as follows:

1. For the degree of Bachelor of Arts (A. B.): Graduation with distinction in Latin; Certificates of Distinction on second year's work in Greek, second year's work in English, second year's work in Mathematics, first year's work in Moral Philosophy, first year's work in Chemistry, first year's work in Physics, first year's work in Biology, Political Economy, Mineralogy, Geology, Astronomy; one year's work in Physical Culture, and one year's membership in one of the Literary Societies.

In the A. B. course, the following substitutions are allowed:

(1) For Greek, graduation with distinction in German, and Certificate of Distinction on first year's work in French.

(2) For third year's work in Latin, third year's work in Greek or third year's work in Mathematics.

(3) For Analytical Geometry and Political Economy, graduation with distinction in the English Bible.

The Bachelor of Arts course has been arranged, after much thought, to meet the growing demand for a practical, well-rounded education. It gives an excellent preparation for either business life or professional study.

2. For the degree of Master of Arts (A. M.): Distinction in the subjects required in the A. B. course, including Analytical Geometry, and graduation with distinction in four additional subjects.

Graduate Diplomas are awarded for approved examinations when subjects are completed.

Certificates of Distinction are awarded for proficiency in the studies pursued in the undergraduate years.

**Prizes.**

There are four regular prizes publicly awarded at each Commencement.

1. "THE SUTHERLIN PRIZE MEDAL FOR ORATORY," established by Major W. T. Sutherlin, of Danville, Va., 1872, is presented to the best orator who shall contend for the same, to be decided by three



competent judges, having no official connection with the College, selected by the Trustees.

2. "THE WALTON PRIZE FOR GREEK SCHOLARSHIP," established in 1872 by Mr. George E. M. Walton, of Hanover county, Va., is presented to the student who, in the judgment of the Faculty, by his progress and attainment in Greek studies, has best deserved it.

3. "THE H. W. MURRAY MEDALS," established in 1889 by legacy of Mrs. W. R. Goodwin, of Louisa county, Va., in memory of her father, Hon. H. W. Murray. There are two of these medals. The first, called the "Murray Medal for Proficiency," is awarded each year to the student who, having not fewer than four college classes, has made the highest average on all his examinations of that session. The second, called the "Murray Medal of Scholarship," is awarded each year to the student who takes A. B. or A. M., and who has made the highest average upon examinations in graduating classes of the A. B. course.

4. "THE BENNETT MEMORIAL HISTORICAL MEDAL," established in 1899 by Rev. James Cannon, Jr., in memory of the Rev. W. W. Bennett, D. D. This medal is awarded to the student who presents the best historical essay on some subject assigned by the Professor of History.

**Examinations.** There are two examinations, conducted in writing, one at the close of the half-session in February, the other at the close of the session in June. A student who fails to pass an approved examination, loses his right to advance to a higher class.

**Reports.** A report of the standing of each student is made to the parent or guardian at the end of every five weeks during the session, and such special remarks are appended as each case may suggest.

**Requirements for Entrance** Students applying for matriculation must be of good moral character and sufficiently advanced in mental discipline to profit by the instruction offered. Besides the usual branches taught in a good common school course, the applicant should be accurately prepared in English through Grammar and Elementary Rhetoric ; in Latin through an Elementary Grammar with exercises, and the first four books of Cæsar's Gallic War or its equivalent ; in Mathematics through Equations of the Second Degree, and three books of Plane Geometry.

Students whose preparation in any one of these subjects is deficient may matriculate in College conditionally, the deficiency to be made up to the satisfaction of the professor of the department during the college year.



# DAILY PROGRAMME.

HOURS.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
8	Chapel.	Chapel.	Chapel.	Chapel.	Chapel.
8:15	II. Mathematics. I. French. Introd. Greek. II. Chemistry.	II. Mathematics. I. French. Introd. Greek. II. Chemistry (Lab.).	I. French. Introd. Greek. II. Chemistry.	II. Mathematics. I. French. Introd. Greek. II. Chemistry (Lab.).	II. Mathematics. I. French. Introd. Greek. II. Chemistry.
9:15	I. Mathematics. II. French. I. Biology. II. English Bible.	I. Mathematics. I. Moral Philosophy. II. Chemistry (Lab.).	I. Mathematics. I. Moral Philosophy.	I. Mathematics. I. Moral Philosophy. II. Chemistry (Lab.).	I. Mathematics. I. Moral Philosophy.
10:15	II. English. II. Latin. II. Moral Philosophy.	II. French. II. Latin. III. Greek. I. Chemistry (Lab.).	II. English. II. Latin. II. Moral Philosophy. II. Biology (Lab.).	II. French. III. Greek. I. Chemistry (Lab.).	II. English. II. Latin. II. Moral Philosophy. II. Biology (Lab.).
11:15	I. English. III. Mathematics. II. Greek.	I. English. I. Biology. II. English Bible.	I. English. III. Mathematics. II. Greek. II. Biology (Lab.).	I. English. I. Biology. II. English Bible.	I. English. III. Mathematics. II. Greek. II. Biology (Lab.).
12:15	I. Chemistry. II. Biology. I. Greek. Surveying.	I. Chemistry. II. Biology. I. Greek.	I. Chemistry. II. Biology (Lab.). I. Greek.	Geology. II. Biology. I. Greek.	Geology. II. Biology (Lab.). I. Greek. Surveying.
2:15	I. Latin. III. English Bible. Astronomy.	I. Latin. I. Biology (Lab.). I. Chemistry (Lab.).	I. Latin. III. English Bible. II. Chemistry (Lab.). Astronomy.	I. Latin. I. Biology (Lab.). I. Chemistry (Lab.).	I. Latin. III. English Bible.
3:15	I. Physics. I. English Bible. I. German. III. Latin.	I. Biology (Lab.). I. Chemistry (Lab.).	I. Physics. II. Chemistry (Lab.). I. English Bible. III. Greek. III. Latin.	I. Biology (Lab.). I. Chemistry (Lab.).	I. Physics. I. English Bible. I. German. III. Latin.
4:15	II. German. III. English. Physical Culture.	Political Economy I. German.	II. German. III. English. Astronomy. Physical Culture.	Political Economy I. German. Astronomy.	II. German. III. English. Astronomy. Physical Culture.
5:15	Physical Culture.	Physical Culture.	Physical Culture.	Physical Culture.	Physical Culture.

## COURSES OF INSTRUCTION.

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The subjects in which instruction is given in the College are Latin, Greek, English, German, French, Mathematics, Chemistry and Geology, Physics, Astronomy, Biology, Moral Philosophy, the English Bible, and Physical Culture.

In these subjects courses of study are arranged leading to the degrees of Bachelor of Philosophy, Bachelor of Arts, and Master of Arts, as before set forth.

### LATIN.

PROFESSOR BOWEN.

Matriculation in this department presupposes, on the part of the student, a fair knowledge of Latin syntax and the ability to read Cicero. The student is expected to have read at least four books of Cæsar or the equivalent. The work of the department is distributed over three years and is arranged as follows :

The work of the first year is designed to acquaint the student with Cicero, Vergil and Ovid, and, by means of the study of the grammar and weekly exercises, to give him a more thorough knowledge of the case-relations and the fundamental principles of Latin prosody. The work of the second year offers a more extended course in syntax and prose composition and embraces a course of reading in Seneca, the Roman historians (chiefly Livy and Tacitus), and the Roman elegiac poets (chiefly Catullus and Propertius). The work of the third year is intended to give the student, not only a comprehensive knowledge of classical Latin, but also to make him acquainted with pre-classical Latin; and, by the course in Latin literature, to give the student a general introduction to all the Roman authors. The courses of this year include Roman satire and dramatic poetry. Throughout the entire course an effort is made to study the government and the private life of the Romans as well as their literature and language.

#### First Year.

1. Cicero's Orations, Gildersleeve's Grammar (3d edition) and Exercise Book. Four hours a week during the first term.

2. Vergil's *Æneid* and Pastoral Poems; the elements of Latin versification, including the Hexameter; Grammar and Exercises. Four hours a week during the second and third terms.

3. Ovid's *Metamorphoses*. One hour a week throughout the year.

TEXT BOOKS—Cicero's *Select Orations* (Allen and Greenough); Ovid's *Metamorphoses* (Allen and Greenough); Vergil (*Nettleship*); Vergil's *Bucolics* and *Æneid* (Greenough, Harper and Miller); Gildersleeve's *Latin Grammar* (3d edition) and *Exercise Book*.

### Second Year.

1. Roman History.—Livy, XXI and XXII; collateral reading, including especially the Punic Wars; Grammar and Exercises. Three hours a week during the first term.

2. Tacitus, *Germania* and *Agricola*; *Private Life of the Romans*; Grammar and Exercises. Three hours a week during the second term.

3. Roman Elegiac Poetry.—Select elegies of Propertius, Tibullus and Catullus. One hour a week throughout the year.

4. Seneca's *Moral Essays*. Two hours a week during the third term.

TEXT-BOOKS—Livy, Books XXI and XXII (*Westcott*, or *Lord*); Tacitus's *Agricola* and *Germania* (*Hopkins*); Mommsen's *History of Rome* (abridged); *The Private Life of the Romans* (*Preston and Dodge*); Catullus (*Merrill*); Propertius (*Postgate*); Seneca's *Moral Essays* (*Hurst and Whiting*); Grammar and Exercise Book as in first year.

### Third Year.

1. Roman Satire.—Juvenal and Horace's *Satires*; lectures on the origin and development of the satire; weekly exercises. Three hours a week during the first term.

2. Roman Drama.—Plautus' *Miles Gloriosus*, Terence's *Phormio*; lectures on the origin and development of the drama. Three hours a week during the second term.

3. Horace's *Odes* and *Epistles*; prosody, including the scansion of the odes read; weekly original exercises, based on some Ciceronian text. Three hours a week during the third term.

4. Roman Literature. One hour a week during the second and third terms.

TEXT-BOOKS—Horace; Smith's edition of *Odes* and *Epodes*, Palmer's edition of *Satires*; Hardy's *Juvenal*; Tyrrell's *Miles Gloriosus* of Plautus; Elmer's *Phormio* of Terence; Gow's *Companion to School Classics*; Mackail's *Latin Literature*; Appendix to Bennett's *Latin Grammar*, as reference book on historical grammar, Henry's *Comparative Grammar of Greek and Latin* and Lindsay's *Latin Language*.

## GREEK.

PROFESSOR EASTER.

The work of this department extends over a period of three years in the College Course proper, to which is prefixed an additional year of introductory study to permit students to begin Greek who, ready for college along other lines, have not had adequate preparation in this language. This is a concession to necessities arising from the prevalent lack of instruction in Greek in preparatory schools.

The ideal sought to be realized is the accurate study of the Greek language on an etymological, syntactical and historical basis. To this is added an examination into the History and the Literature of the Greeks, with an attempt to show how the work of this remarkable people is connected with modern life in its various phases. These ends are sought to be obtained by translation and analysis of the writings of the best authors, with a view to matter, thought, and style; by constant exercises in Greek composition, and by reading, in translations, a considerable part of Greek Literature.

### First Year.

TEXT-BOOKS—Goodwin's Grammar; Xenophon's Memorabilia of Socrates (Winans); Lysias (Bristol); Old Greek Education (Mahaffy); Greek Literature (Jebb); Greek Prose Composition (Higley). Parallel in English: Herodotus (four books); Cyropedia of Xenophon; Plutarch's Lives (selections, ten in number). Essay on Greek Education. Five times a week.

### Second Year.

TEXT BOOKS—Goodwin's Grammar (for reference); New Testament (Revised Greek-English); Homer's Iliad (Keep); Prose Composition (Sidgwick); Studies in the Greek New Testament (Smith). Parallel in English; Xenophon's Memorabilia of Socrates; Aristophanes' Clouds; Trial and Death of Socrates (Church); Light to the Ancient Greeks (Smith). Essay. Three times a week.

### Third Year.

TEXT-BOOKS—Grammar and Composition as in second year; Plato (Purves); Euripides' Alcestis (Hayley); Demosthenes' Philippics (Tyler); Attic Orators (Selections: Jebb); Social Life in Greece (Mahaffy); Willson's Mosaics of Grecian History. Parallel in English: Plato's Republic, Books 1-3, 5-7, 9, 10; Aristotle's Republic, Books 1-4, 7, 8; Xenophon's Economicus, chapters 1-11; Plutarch, On Superstition; Sophocles' Ajax; Æschylus' Prometheus Bound; Longinus, On the Sublime; Aristotle's Poetics. Essay. Three times a week.

The above courses show the minimum amount of work to be done, and are to be supplemented by such other work as will aid in increasing not only the student's knowledge of Greek, but also his general literary culture.



**Introductory Year.**

The purpose of this class has been already stated. The class meets five times a week.

TEXT-BOOKS—First Greek Book (White); Greek Reader (Colson); Old Greek Life (Mahaffy); History of Greece (Fyffe); Classic Myths (Gayley); The Study of Greek (Smith); Homer's Odyssey (Butcher's or Bryant's translation). Essay. Further parallel as may be assigned.

The work of the department is greatly aided by the endowment of the Walton Greek Library. Students are permitted to make use of this Library, of course under proper restrictions.

**GERMAN.**

PROFESSOR EASTER.

In this department the attempt is made to have students acquire a correct pronunciation, and to enable them to write and to translate with facility and accuracy. The main facts of German life, history, and literature are also presented. Some knowledge of the kinship of German and English is likewise given.

**First Year.**

TEXT-BOOKS—Whitney's Compendious Grammar; Corwin's Exercises; Hewett's Reader; Parry's Life Among the Germans; Baring-Gould's Story of Germany. Other texts to be chosen. Four times a week.

**Second Year.**

TEXT-BOOKS—Same Grammar; Exercises; Wilhelm Tell (Palmer); Hermann and Dorothea (Hatfield); Heine's Reisebilder (Colbeck); Wallenstein (Carruth); Faust (Thomas). Parallel: Zopf und Schwert (Lange); Die Journalisten (Thomas); Der Letzte (Schmidt); German Literature (Hosmer); Imperial Germany (Whitman). Other texts to be chosen. Three times a week.

To take up the second year Class, the student must give evidence of having covered, in a satisfactory manner, the work of the first year. Should he lack but little of having covered ground equivalent to this work, he will be admitted to the advanced class, but will be required to make up his deficiencies.

**ENGLISH.**

PROFESSOR BLACKWELL.

MR. CAMPBELL.

**First Year.**

1. HIGHER GRAMMAR.—A course in advanced grammar and grammatical analysis. For entrance into this class it is required that

the student should have mastered Whitney's Essentials of English Grammar or its equivalent and some elementary rhetoric like Hill's Foundation of Rhetoric.

TEXT-BOOKS—Bain's Higher English Grammar; Strang's English Exercises; Smith and Blackwell's Parallel Syntax Chart.

2. RHETORIC.—Style with especial study of the Sentence, the Paragraph, and the General Processes in the Ordering of Material.

TEXT-BOOK—Genung's Practical Rhetoric; Genung's Rhetorical Analysis.

3. SHAKSPERE.—One hour a week during the session is devoted to the reading of the historical plays of Shakspeare. The grammar and the versification of Shakspeare are also studied.

TEXT-BOOKS—Hudson's edition of Shakspeare; Dowden's Shakspeare.

This class of the First Year meets daily. There are weekly written exercises. A course of parallel reading is prescribed.

### Second Year.

1. ADVANCED RHETORIC.—Description, Narration, Exposition, Argumentation, and Persuasion. Especial attention is given to Argumentative discourse and Brief-drawing.

TEXT-BOOKS—Genung's Practical Rhetoric; Bradley's Orations and Arguments.

2. LITERATURE.—History of Literature; Lyric Poetry; Versification.

TEXT-BOOKS—Pancoast's English Literature; Palgrave's English Lyrics; Milton, Pope, and Wordsworth are the chief authors studied.

3. OLD ENGLISH.—An elementary course in Old English, designed as introductory to the study of the history of the language.

TEXT-BOOK.—Smith's Old English Grammar.

The Second Year's class meets three times a week. There are weekly exercises. This class is required for all degrees.

### Third Year.

1. LITERATURE.—An advanced course devoted to the study of Tennyson, Browning, and Matthew Arnold and to the critical examination of a few plays of Shakspeare. Four essays are required during the year.

2. MIDDLE ENGLISH.—A short course in early Middle English introductory to Chaucer and the study of the history of the language.

TEXT-BOOKS—Sweet's First Middle English Primer; Morris's Chaucer's Prologue and Knights Tale; Emerson's History of the English Language.

This class meets three times a week. It is an elective for the A. M. degree.

## FRENCH.

PROFESSOR BLACKWELL.

## First Year.

1. **ELEMENTARY COURSE.**—Whitney's French Grammar; Super's French Reader; Crane and Brun's *Tableaux de la Révolution Française*; Super's Historical Reader; Montgomery's French History.

This class meets five times a week. The first part of the year there are three or four exercises a week, later in the course they are required only once a week. This class, with the two years' course in German, may be substituted for Greek in the A. B. degree.

## Second Year.

1. **FRENCH OF THE SEVENTEENTH CENTURY.**—Crane's *La Société Française au XVIIIème Siècle*; the plays of Corneille, Molière, and Racine; Bossuet's *Oraisons Frenèbres*; Pascal's *Pensées*; Descartes' *Méthode*; La Rochefoucauld's *Maximes*; Bruyère's *Caractères*.

2. **THE ROMANTIC MOVEMENT IN FRANCE.**—Selection from the works of Hugo, De Musset, George Sand, Gautier, Dumas, Sainte Beuve. Saintsbury's *French Literature* is used as the basis for the work done in the history of the literature.

This class meets three times a week. There are weekly exercises, and parallel reading is assigned for each month.

The Second Year in French is an elective for the degree of A. M.

## CHEMISTRY

PROFESSOR RAGLAND.

The work in this department is embraced in three courses of one academic year each.

## First Year.

The aim of this course is to review the field of general chemistry unencumbered with the minutiae and detail necessary to a full knowledge of the subject. It is intended especially for those who wish a certain amount of chemistry as a part of a general education, and is also a prerequisite to those who wish to pursue the study further.

The elements of chemical theory, the interpretation and use of chemical symbols, formulæ and equations, and the descriptive study of the elements and their compounds, following the periodic classification of Mendelejeff will be the subject matter for lecture and recitation during the first half term.

From time to time, lectures will be given on the chemical principles and processes involved in some of the more important manufacturing industries. Opportunity is given the student to perform a set of experiments fully illustrating the principles demonstrated in the text. This work is especially arranged to cultivate correct habits of observation and manipulation, and to train the student's powers of reasoning.

During the last half term, a course of lectures is given on the compounds of carbon of the aliphatic, and of the aromatic series. The laboratory exercises will consist of preliminary work in qualitative analysis by the dry and by the wet method. A thorough course in blow-pipe analysis will be given, and the simpler metallic salts will be investigated by the wet method.

Recitations, three hours per week; laboratory work, four hours per week.

TEXT-BOOKS—Remsen's Briefer Course in Chemistry, Remsen's Organic Chemistry, Keiser's Laboratory Work in Chemistry, Notes on Blow-pipe Analysis.

BOOKS OF REFERENCE—Mendelejeff's Principles of Chemistry, Roscoe and Schorlemmer's Treatise on Chemistry, Vol. 1.

### Second Year.

To be admitted to this course, the student must have passed on Chemistry I or its equivalent. The work in the class room during the first half term consists of lectures and recitations on the subject of theoretical chemistry and on topics in advanced inorganic chemistry.

Organic chemistry will be taken up the second term. Stress will be laid both on the industrial applications of the science, and also on the theoretical considerations involving the molecular structure of organic substances.

The laboratory work is grouped under three heads:

1. QUALITATIVE ANALYSIS.—The student will be required to familiarize himself with the more important analytical reactions, using artificially prepared substances; afterwards mixtures of more or less complexity will be analyzed. Finally, complete analyses of complex minerals, ores, alloys, etc., will be made.

2. QUANTITATIVE ANALYSIS.—Complete gravimetric determinations of acidic and basic radicals in chemically pure substances will constitute the work at the beginning.

Next, a few typical pieces of volumetric analyses will be given, including alkalimetry, iodometry and oxidation methods. This will be followed by some pieces of work requiring special analytical methods,



such as the analyses of ores, coins, alloys, fertilizers and mineral waters.

3. ORGANIC PREPARATIONS.—The preparation of a number of organic compounds illustrating some of the more important reactions in organic chemistry completes the work.

The class meets three times a week throughout the year. The time required in the laboratory varies with the individual student. The average student will require at least six hours per week to complete the work assigned.

TEXT-BOOKS—Remsen's Chemistry, Advanced Course; Remsen's Organic Chemistry, A. A. Noyes' Qualitative Analysis, Cairn's Quantitative Analysis, Wanklyn's Water Analysis, Mandel's Manual for the Bio-Chemical Laboratory, Gattermann's and Levy's Organic Preparations, Classen's Quantitative Analysis by Electrolysis, Thorpe's Lectures on Historical Chemistry.

REFERENCE BOOKS—Fresenius' Qualitative and Quantitative Analysis, Meyer and Jacobsen's Organic Chemistry.

### Third Year.

For those who expect to make a special study of chemistry, either as original investigators or as teachers of chemistry; and for those who wish to become analysts in applied chemistry, this course is offered. Courses I and II in Chemistry or the equivalent of both, and a reading knowledge of French and German, will be required for entrance. An extended course of reading in Historical Chemistry, Pure and Applied Chemistry and Journal Literature will accompany the laboratory work. The latter will consist of special quantitative methods, the testing of new methods in analysis, the preparation of advanced organic compounds and investigations in pure chemistry.

The work will be varied to suit the needs and intentions of the student.

The chemical laboratory is a large, well ventilated, and well lighted room, supplied with modern conveniences for expeditious and accurate work. Among these may be mentioned, water and gas convenient to each desk, a hood for noxious gases, a combustion furnace, nitrometers, apparatus for gas analysis and for vacuum filtration and exceptionally fine chemical balances.

A well chosen library, and current numbers of several foreign and domestic chemical journals, are available for reference.

## GEOLOGY.

PROFESSOR RAGLAND.

The course in Geology includes oral instruction and recitations twice per week during the first half term. The course is intended to give the general student a fair knowledge of geological phenomena.

The discussion of the causes and processes of change now in operation on the earth to produce structure, is first taken up. This is followed by a series of lectures on the origin and mode of occurrence of the materials which make up the earth's crust.

Specimens of the common rocks and minerals will be used for illustrative purposes, and the student will be encouraged to collect and classify such rock specimens as may be available for the purpose.

A brief outline of the principal historical features of the changes through which the earth has passed as recorded in the successive rock systems, will conclude the work.

TEXT-BOOK—An Introduction to Geology—W. B. Scott.

BOOKS OF REFERENCE—Geikie's Text-Book of Geology, Winchell's Geological Studies.

## MINERALOGY.

PROFESSOR RAGLAND.

This course is open only to those who have had at least four months' work in inorganic chemistry. Two hours per week in the class-room with an appropriate amount of laboratory work during the second half-term, will be required. About one-third of this time is taken up with crystallography, which will be illustrated by a set of crystal models and natural crystals. The remaining time will be devoted chiefly to descriptive and determinative mineralogy. Attached to the laboratory is a museum, which contains a most excellent collection of minerals, including all but the rarer specimens. Recent additions have been made to this, chiefly in the line of supplies of the more common specimens, which will be used in the laboratory. The student will be familiarized with blow-pipe methods and other chemical tests useful in determining minerals, and will be required to apply the knowledge thus gained in determining unmarked specimens. Especial attention will be devoted to such specimens as are of geological or of

economic importance. Practice will also be given in determining minerals by their physical and crystallographic criteria.

TEXT-BOOKS—Minerals, and How to Study Them, E. S. Dana ; Tables for the Determination of Common Minerals, Crosby.

REFERENCE BOOK—A System of Mineralogy, J. D. Dana.

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## ASTRONOMY.

PROFESSOR RAGLAND.

### Course.

This class meets three times a week during the second half-session. The course is a general one, and partly concerns the instruments, methods, and data of practical astronomical work, partly is descriptive of the present state of astronomical knowledge. The work is done by recitations, lectures and observations. The Lutz Observatory, founded by Mrs. M. A. Lutz, in memory of her husband, F. A. Lutz, formerly a trustee of the College, is provided with sextant, transit instrument, a reflecting telescope of five inches aperture, and a refracting telescope of five and a quarter inches aperture, made by Byrne, worked over by Alvan Clark & Sons. This telescope is equatorially mounted, and is provided with driving clock and graduated circles. The facilities of the Observatory are made perfectly accessible to the class. Experimental Physics and Trigonometry are required for admission.

TEXT-BOOK—Newcumb & Holden's Astronomy.

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## PHYSICS.

PROFESSOR WIGHTMAN.

Many additions and improvements have recently been made to the Physical Department, chiefly in the appliances used in the study of sound, light and electricity. For the study of sound, in addition to stock apparatus, there have been obtained tuning-forks, a good siren and a set of organ pipes; for light, projection apparatus for spectrum analysis; in electricity, galvanometers, resistance boxes of most approved pattern, and an excellent X ray outfit.

### Course.

GENERAL PHYSICS.—Instruction is given in two complementary parts. (a) Recitations. (b) Laboratory Work, extending throughout the year.

(a) **CLASS WORK.**—In recitations the class meets three times a week throughout the year. The course is elementary and general. It embraces: Mechanics of Liquids, Solids, Gases; Sound; Heat; Light; Electricity. Instruction is given chiefly by experimental lectures, and in this way parts of the text-books are largely supplemented. About two hundred and fifty demonstrations are given by the Director.

**TEXT-BOOK**—Lessons in Elementary Physics, Stewart.

(b) **LABORATORY WORK.**—Two hours a week. In addition to the regular recitations, the student will be required to perform, under the supervision of the Director, as thoroughly as possible, a series of experiments, repeating what was done before him in the recitations, and also performing other experiments which will be assigned to him. He thus, by experience, becomes acquainted with the fundamental laws of matter explained in his text-book.

**LABORATORY MANUAL.**—Practical Physics, Chute ; or Experimental Physics, Ames.

First Year course in Mathematics or its equivalent is required for admission to this class.

Five dollars per half-session will be charged as a Laboratory fee.

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## BIOLOGY.

PROFESSOR WIGHTMAN.

The Biological Department occupies a suite of three rooms in Science Hall. These are a lecture-room, a library and office, and a laboratory. The lecture-room is well equipped with modern conveniences. In the library and office are located the working museum and reference library. The laboratory is a large, well-heated and ventilated room, with good illumination. The equipment offers an excellent opportunity for an earnest student to acquire the fundamental principles of Biology. Gas and water pipes are well distributed, a distilling apparatus furnishes an abundance of distilled water, while incubators, microtomes, microscopes, plethysmographs, tambours, sphygmographs, myographs, an artificial heart and blood-vascular system and skeletons, mounted and disarticulated, are some of the appliances used by the student.

### Courses.

Two courses in Biology are offered, each a year in length.



### First Year.

**GENERAL BIOLOGY.**—The purpose of this course is to survey the living world by the study of typical forms. No attempt is made to develop botanists, zoölogists or physiologists; but the chief aim is to put within the student's grasp a knowledge of the broad principles underlying the structure and physiology of living things by a study of the characteristics of living matter, of the phenomena of growth, development and reproduction, and of comparative anatomy.

The following are some of the topics discussed: The bacteria, including the diseases of plants and animals with their causes and prevention; the principles of hygiene, the digestion and assimilation of food, heredity, the influence of education, and many sociological problems, such as the effect of food and habit on the working power of the race. Instruction is given by means of (a) Lectures, (b) Laboratory Work.

(a) **LECTURES.**—Three hours a week throughout the year. This course will embrace a comparative study of living things—animal and vegetable. Beginning from such simple microscopic organisms as the Yeast plant and the Amœba, the student will be led to consider successively higher types chosen from the great classes of the animal and vegetable kingdoms until he reaches such a complex organism as a common flower, the buttercup, and a typical mammal—the rat or rabbit. The work of the year will include the study of Embryology and phanerogamic Botany. In Embryology the development of the chick will be taken as a type; in Botany special attention will be paid to the methods of collecting, preserving and classifying of specimens.

(b) **LABORATORY WORK.**—Four hours a week throughout the year. Each student is supplied with reagents and instruments and with a table, a microscope, and all apparatus necessary for successful work. About fifteen typical forms are studied. The order of work is from the simpler to the more complex organisms. The principles of microscopy, the handling, staining, mounting and sketching of specimens, and the comparison of one form with another are essential features of the work. About five weeks are given to Embryology. Each student is required to hand in a selected herbarium properly arranged and mounted.

A laboratory fee of five dollars per half session is charged.

One year's work in Physics is required for admission to this course.

### Second Year.

**COMPARATIVE ANATOMY AND PHYSIOLOGY.**—The aim of this

year's work is to enable the students to become familiar with the principles of Biology manifested in man and the higher animals. In this class, also, instruction will be given by means of (a) Lectures, and (b) Laboratory Work. The lectures will be amply supplemented by suitable demonstrations, and in the laboratory the student becomes acquainted by experience with the details of microscopy and with the methods of experimental physiology. The following synopsis of the course will give an idea of its scope :

(a) **LECTURES.**—Three hours a week throughout the year. The subjects embraced in this course are—

- (1) Comparative anatomy of mammalia.
- (2) Microscopic anatomy of man and higher animals.
- (3) Physiology and hygiene of man.

(b) **LABORATORY WORK.**—Six hours a week throughout the year.

(1) Dissection of dog or rabbit. About five weeks are given to this work. Included in it is a study of human Osteology. As guides, Howell's Dissection of the Dog or Parker's Zoötomý and Gray's Anatomy are followed.

(2) Preparation and microscopic examination of the tissues of man and the higher animals. Almost every tissue and organ of the human body is microscopically studied. This work includes the details of microscopic technique as the killing, hardening, imbedding, cutting and staining of preparations, the injection of organs, and the sketching of the sections prepared by the student. Stirling's Histology is used.

(3) Demonstrations and experiments on the physiology of the organs of man and the higher animals. Close attention is paid to the working of muscle, the innervation of the heart, vaso-motor effects, digestion and assimilation, respiration, excretion, and the functions of the central nervous system. Suitable apparatus is at hand for the use of the student. Stirling's Practical Physiology is the basis of work.

A laboratory fee of five dollars per half-session is charged.

For admission into this course one year's work in Chemistry and Physics is required.

#### **Preliminary Medical Course.**

Randolph-Macon College is in no sense a technical school. Many young men, however, are looking forward to the study of medicine after the completion of their regular A. B. course. To these young men it will be most advantageous to incorporate into their studies all

the courses in Chemistry, Biology and Physics. These studies form the basis of modern medicine. Such a young man will then secure not only the mental development due to systematic collegiate work, but, in addition, will have laid a firm foundation for his professional course.

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## MATHEMATICS.

PROFESSOR SMITHEY.

### I. PURE MATHEMATICS.

The work of this department is designed to give an accurate knowledge of the fundamental ideas and of the scope of the chief branches of Pure Mathematics, and to render their principles effective in developing in the student the power of independent and consecutive thought. In all the courses, the working of original exercises during the session and at the examinations is required as a test that the subjects that are studied are understood. The method of instruction is, in most of the courses, by text-books, supplemented by informal lectures.

#### First Year.

1. **ALGEBRA.**—Quadratic Equations and Simultaneous Equations involving Quadratics, Theory of Quadratic Equations and Quadratic Expressions, Imaginary Expressions, Ratio, Proportion, Variation, Series, Mathematical Induction, Permutations and Combinations, Binomial Theorem, Logarithms, Probability.

2. **DETERMINANTS.**—The General Theory of Determinants with some of its more important applications.

3. **GEOMETRY.**—Comparison and Measurement of the Surfaces of Rectilineal Figures, Regular Polygons and Circles, the Line and the Plane in Space, Polyhedra, the Cone, the Cylinder, the Sphere and their Measurements. Numerous exercises.

The Class of the First Year meets daily. In addition to the regular class-work, written work is required weekly.

**PREREQUISITE.**—An accurate knowledge of Algebra through Equations of the Second Degree and three books of plane Geometry is the preparation needed for the work of the First Year.

**TEXT-BOOKS.**—Bowser's College Algebra ; Peck's Determinants ; Elements of Geometry by Phillips and Fisher.

#### Second Year.

1. **TRIGONOMETRY.**—Plane and Spherical with applications and use of Logarithmic tables.



2. **THEORY OF EQUATIONS.**—General Properties of Equations, Commensurable Roots, Incommensurable Roots, Methods of Approximation, General Methods and Theorems, Solution of Numerical Equations, Complex Quantities, Symmetric Functions of the Roots of an Equation.

3. **ANALYTICAL GEOMETRY OF TWO DIMENSIONS.**—Construction and Discussion of Equations, the Straight Line, the Circle, the Conic Sections, Discussion of the General Equation of the Second Degree.

The Class of the Second Year meets four times a week. In addition to the regular class-work, written work is required weekly.

**PREREQUISITE.**—The first year's work or its equivalent is the preparation needed for the second year's work.

**TEXT-BOOKS.**—Newcomb's Plane and Spherical Trigonometry; Newcomb's Logarithmic Tables; Todhunter's Theory of Equations; Puckle's Conic Sections.

### Third Year.

1. **ANALYTICAL GEOMETRY OF THREE DIMENSIONS.**—The subject is treated by lectures.

2. **DIFFERENTIAL CALCULUS.**—Differentiation, Expansion of Functions, Evaluation of Indeterminate Forms, Functions of Several Independent Variables, Implicit Functions, Change of the Independent Variable, Maxima and Minima Values of Functions of one and two Variables, Tangents and Normals, Asymptotes, Concavity and Convexity, Contact, Curvature, Evolutes and Involutives, Envelopes, Curve Tracing.

3. **INTEGRAL CALCULUS.**—Elementary Forms, Methods of Integration, Double Integration, Rectification, Areas of Plane Curves and Surfaces, Volumes of Solids.

4. **PARALLEL READING.**—This is designed to give students some knowledge of the history and of the philosophy of Mathematics.

The Class of the Third Year meets three times a week.

**PREREQUISITE.**—The work of the first and second years or its equivalent is the preparation needed for the third year's work.

**TEXT-BOOKS.**—Todhunter's Differential Calculus; Todhunter's Integral Calculus; Ball's History of Mathematics.

### II. APPLIED MATHEMATICS.

While the College does not aim to give students a technical education, yet facilities are afforded by which a knowledge of some of the more useful applications of mathematical principles may be acquired.



This is done by a separate year's work in Applied Mathematics. The subjects studied are the following:

1. **DESCRIPTIVE GEOMETRY.**—Problems of the Point, the Line and the Plane, Surfaces single curved and double curved, Intersections, Tangencies, Shades and Shadows, Perspective, Isometric Projections.

2. **LAND SURVEYING.**—Computation and Division of Areas. Field practice is given with the compass, the theodolite and the level.

**PREREQUISITE**—The work of the first and second years in Pure Mathematics or its equivalent is the preparation needed for the work in Applied Mathematics.

**TEXT-BOOKS**—Church's Descriptive Geometry; Carhart's Plane Surveying.

## MORAL PHILOSOPHY.

PROFESSOR EDWARDS.

This department is divided into two courses of study of one year each, with subjects and recitations as follows :

### First Year.

1. **PSYCHOLOGY.**—Consciousness is interrogated in the full recognition of the two-fold nature of man ; and the facts thus elicited are classified and systematized in keeping with what is generally accepted as the best conservative thought of the day. Four recitations a week.

**TEXT-BOOK**—Hill's Elements of Psychology.

2. **LOGIC.**—This includes the study of Deductive and Inductive Logic. Familiarity with the facts and principles of the Science, and especially with the Laws of the Syllogism, is encouraged by the style of instruction pursued in the class room.

**TEXT-BOOK.**—Jevon's Lessons in Logic.

3. **ETHICS.**—Avoiding as much as possible the discussion of purely speculative questions, the effort is made to give the student a simple and comprehensive system of Morals which will prove of practical service in life.

**TEXT-BOOK**—Elements of Ethics (Davis).

### Second Year.

1. **HISTORY OF PHILOSOPHY.**—Beginning with the Greek School of Philosophy and coming down to the present day, the different

periods of thought are marked off and their interdependence and relative value are carefully indicated. Three recitations a week.

TEXT-BOOK—Weber's History of Philosophy.

2. METAPHYSICS.—The higher problems of speculative philosophy are here passed under review as fully as the limited time allotted to their study will permit. Three recitations a week.

TEXT-BOOK—Bowne's Metaphysics.

3. THEISM.—Believing that God is a fact for Philosophy as well as for Theology, and that a knowledge of the arguments upon which His existence is predicated is helpful in the struggle of life, this study is incorporated into the curriculum of the College, and receives thoughtful attention.

TEXT-BOOK—Flint's Theism.

## II. POLITICAL PHILOSOPHY.

The design in this School is to supply the student with a knowledge of the fundamental principles of economics and to prepare him for a more ready appreciation of the problems involved in business and in political life. Two recitations a week.

TEXT-BOOK—Outlines of Economics (Richard T. Ely).

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## THE ENGLISH BIBLE.

PROFESSOR EDWARDS.

This department has been established with special reference to the needs of students who from any cause are unable to avail themselves of larger and more thorough equipment for the Christian ministry. There are two courses of study, as follows :

### First Year.

1. CHURCH HISTORY.—Three recitations a week.

TEXT-BOOKS—Outlines of Old Testament History ; Cowan's Landmarks of Church History.

PARALLEL READING—Schaff's "Through Bible Lands;" Stalker's Life of Paul.

2. DOCTRINES OF CHRISTIANITY.

TEXT-BOOKS—Stalker's Life of Christ ; Elements of Divinity (Ralston).

PARALLEL READING—Bernard's Progress of Doctrine in the New Testament.

### Second Year.

1. DOCTRINES OF CHRISTIANITY.

TEXT-BOOK—Elements of Divinity (Ralston.)

## 2. HOMILETICS AND PRACTICAL THEOLOGY.

TEXT-BOOKS—The Ministry to the Congregation (Kern); Wilcox, The Pastor Among his Flock.

PARALLEL READING—Sermons by distinguished divines as appointed by the professor.

Especial emphasis is laid throughout the entire course upon the importance of a thorough knowledge of the Bible and its history; and readiness and accuracy in exegesis are fostered by the constant practice during the second year in the analysis and discussion of texts.

Graduation in this department will be allowed only to students who have passed an approved examination upon the studies embraced in the first course of the School of English.

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## PHYSICAL CULTURE.

MR. W. S. BROWN.

In adding this department to the College, the Trustees had in view two well-established facts:

FIRST. That to maintain the best results in intellectual work, the student must have a healthy, vigorous frame, in order to stand the heavy drain made upon his system by constant mental application.

SECOND. That the period between sixteen and twenty-six years of age furnishes the best opportunity for overcoming hereditary defects, for filling out undeveloped parts of the body, and for building up for the work of life a sound constitution.

To accomplish the first end, students, on entering this department, are divided into classes that meet three times weekly. The instructor sees that they exercise regularly and sufficiently, and yet do not go beyond their strength. The apparatus used for these classes are dumb-bells, clubs, wands, ladders, vaulting-horses, and chest-weights.

The second object is more especially the scientific aim of this department. Each student, on entrance, is measured by the director, and his strength tested in every way by instruments specially made for this purpose. These measurements, compared with the standards taken according to height, show him where he is physically most deficient. To aid him in remedying these defects, the director gives him a card, on which his measurements are given, and the apparatus suited to his needs is named, and the extent of its use indicated. This card—a Physical Culture prescription—is to serve the student as a guide when he is not in the hands of the instructor.

## EXPENSES.

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The necessary expenses for a student in this College are very moderate.

### I. COLLEGE FEES—HALF SESSION.

Matriculation fee, per half session.....	\$ 7 50
Medical fee, per half session.....	3 00
Tuition fees in three or more departments.....	37 50
Tuition fee in one department.....	20 00
Course in the English Bible free.	

Rooms in the College buildings are free. Injury to college property other than usual wear must be paid for by the party causing it.

A charge of \$2.50 per half session will be made for the use of apparatus, bath-rooms, etc., in the Physical Culture department, and a Laboratory fee of \$5 per term for material and use of apparatus in the Chemical, Physical and Biological laboratories to students in those courses.

### TERMS OF PAYMENT.

Payment of half-session College fees is required strictly in advance. No deduction in tuition fees will be made except in cases of severe illness disqualifying the student for work, and then only when more than half a term is lost.

### II. BOOKS, BOARD, ETC.

Text-books and stationery can be obtained in the town at or below publisher's list-prices.

The charges for board per month are as follows:

Meals at private boarding-houses, payable monthly....	\$9 to \$12 00
Washing, lights and fuel (estimated) " ....	1 50

Board may be obtained in private families, including furnished rooms, meals, washing, lights, fuel, and servants' attention, for \$13 to \$18 per month. Most of the students room in the College buildings.

### RECAPITULATION.

The necessary expenses per half session for board, washing, lights, fuel, matriculation fee, medical fee, and tuition fees in three schools.....	\$100 00
The privileged students (see next page.).....	57 50



This is the least possible amount required, exclusive of books, clothing, pocket-money and traveling expenses.

**DAMAGES.**—Any student who may commit damage to the property of the College is expected to report the same and pay the cost of repairs.

In the case of unreported damages, the cost of repairs may be assessed, as a damage fee, upon the whole body of students.

**PRIVILEGED STUDENTS.**—All students preparing for the ministry are exempt from tuition fees, but are required to pay their matriculation and medical fees. Such students are required to bring the recommendation of the Local Board of Education of the pastoral charge to which they belong, and to give bonds for the payment of their tuition fees in two years after leaving college, which become payable on their failure to devote themselves to the ministry. The sons of itinerant ministers of the Virginia and Baltimore Conferences of the Methodist Episcopal Church South are also educated without charges for tuition.

**DEPOSITARY.**—We advise parents or guardians to deposit with the Treasurer, by draft, check, post-office order or registered letter, the amount of money needed to meet the regular expenses of a student for tuition fees, books and board. *Moneys, except for these objects, will not be received by the Treasurer.* It will then be readily known at home whether a young man is economical or extravagant in his expenditures.

We ask special attention to this item.

**ROOMS AND FURNITURE.**—Rooms in the College buildings are furnished free of rent, but all furniture must be provided by the student. This can be obtained in Ashland new, or more economically, by purchase from some retiring student. Rooms may be engaged in advance.

#### AID FUNDS AND SCHOLARSHIPS.

**THE ROBERT J. ANDERSON MINISTERIAL AID FUND.**—This fund, consisting of \$2,000, was given by Mr. A. H. Anderson, of Greenbrier county, West Virginia, in memory of a son who died in early manhood. The money is loaned to students for the ministry of the Methodist Episcopal Church, South—the borrower giving a note which begins to bear interest at the close of his college course.

**THE MINNIE A. WINCH MINISTERIAL AID FUND.**—By the will of Mrs. M. A. Winch, a Christian woman rich in good works, the sum of \$1,000 was given for the benefit of students for the ministry

and sons of ministers at the College. The money is loaned to approved applicants.

**THE I. N. VAUGHAN LOAN AND AID MEMORIAL FUND.**—This fund, consisting of \$25,000, was established through the liberality of Mrs. Emma Lee Vaughan, in memory of her husband, the late Isaac Newton Vaughan, of Hanover county, Va., a generous friend and patron of the College. The annual income of the fund is to be used in scholarships and loans, for the benefit of students who may need such assistance, preference being given to young men of Hanover county. The Vaughan Scholarship aids the recipient annually to the amount of his tuition fees—that is, seventy-five dollars.

#### OTHER SCHOLARSHIPS

Are offered to deserving young men who need assistance. These will save the recipients fifty-five dollars.

All applicants for scholarships must be satisfactorily certified:

1. As needing the benefit, on account of want of means.
2. As fitted and prepared for the regular College course.
3. As studious young men of good moral character and habits.

N. B.—Applications for scholarships should be made as early as practicable, and should be addressed to Richard Irby, Secretary and Treasurer, who will lay the same before the Executive Committee for consideration and award.

#### ENDOWMENT.


Very considerable additions have in latter years been made to the endowment funds of the College, enabling us to offer increased facilities to the young men who are seeking to prepare themselves for useful and successful lives. Contributions to this fund are investments which will yield rich returns in the benefits conferred on the youth of our own generation and of those who shall come after, and through them on Church and State. It is hoped that those who contemplate such benefactions will embrace the present occasion, when special effort is being made to increase the endowment, and when their example will encourage and stimulate others, and thus multiply the gift. Correspondence upon this subject is solicited by the President.

We would also call the attention of those who desire by legacy to advance the cause of Christian Education, to the advisability of placing their contributions with an institution of established character and permanent and extended field of usefulness. Every addition to its

attractions makes preceding gifts more valuable, and the new contribution is in turn more useful because of the foundation laid by previous benefactions. There is no danger that, from insufficient support, the donation may fail to accomplish its beneficent purpose.

FORM OF LEGACY.—“I give and bequeath to the Trustees of Randolph-Macon College, at Ashland, Virginia, the sum of —— dollars, for the benefit of said Institution.”

Gifts of real estate should be made to “the Trustees of Randolph-Macon College,” and attested as similar deeds of gift in other cases.

 Applications for rooms or for further information with regard to the College should be addressed to Capt. Richard Irby, Secretary and Treasurer, Ashland, Va.

## CALENDAR.

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### COMMENCEMENT EXERCISES, JUNE, 1900.

*Sunday, June 17.*

11 A. M., annual sermon before Y. M. C. A., by Rev. J. O. Knott, editor Baltimore *Christian Advocate*.

*Tuesday, June 19.*

10 A. M., meeting of Board of Trustees.

*Wednesday, June 20.*

11 A. M., contest for Sutherlin Medal for Oratory.

8 P. M., address before the Alumni Society by W. H. Page, LL. D., New York City.

*Thursday, June 20.*

Annual Commencement address by Bishop W. A. Candler, of Atlanta, Ga.

Conferring degrees on graduates.

8. P. M., celebration of the Washington and Franklin Literary Societies.

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### THE ANNUAL DEBATES.

Friday, April 5, 1901, 8 P. M., public debate of Washington Literary Society.

Friday, April 12, 1901, 8 P. M., public debate of Franklin Literary Society.

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### FOR SESSION OF 1900-1901.

The session is divided into two terms, with no vacations between them.

Thursday, September 20, 1900, first term begins.

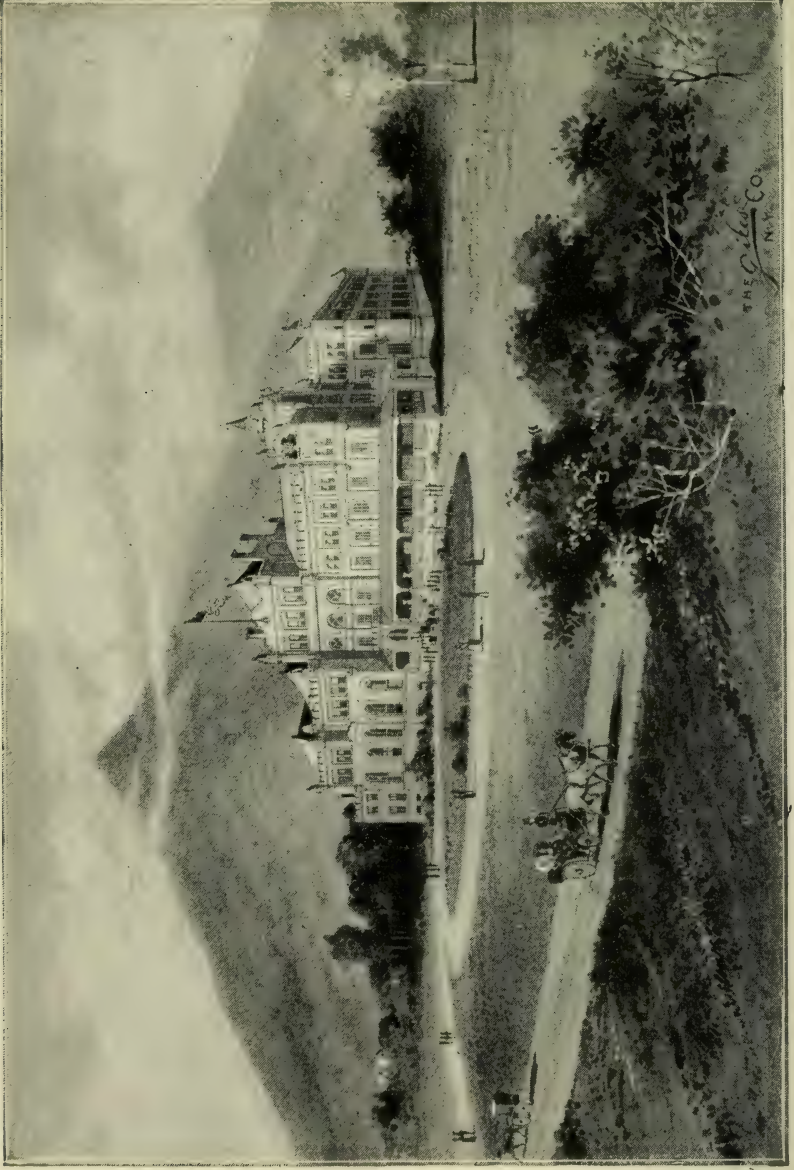
Thursday, January 31, 1901, second term begins.

Thursday, June 20, 1901, session closes.









RANDOLPH-MACON ACADEMY, BEDFORD CITY, VA.

# CATALOGUE

OF

## RANDOLPH-MACON ACADEMY

BEDFORD CITY, VA.

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*TENTH SESSION.*

1899-1900.

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ANNOUNCEMENTS FOR

1900-1901.





## OFFICERS OF INSTRUCTION AND ADMINISTRATION.

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PRINCIPAL :

E. SUMTER SMITH (Grad. Univ. Va.).

INSTRUCTORS :

CHARLES GRAHAM EVANS, A. M.

STEPHEN HENLEY TURNER, A. B.

MARVIN EDWARD SMITHEY, A. M.

KARL SIGISMUND BLACKWELL, A. M.

WILLIAM BASSETT VALENTINE.

DIRECTOR PHYSICAL CULTURE :

C. G. EVANS.

BUSINESS MANAGER AND TREASURER :

J. GORDON SMITH.

RESIDENT PHYSICIANS :

R. G. O'HARA, M. D.

T. P. WEST, M. D.

MATRON :

MRS. M. A. LUCKETT.

## MATRICULATES.

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NAME.	PARENT OR GUARDIAN.	STATE.
Allen, Joseph Tinsley.....	D. F. Allen.....	Virginia
Alwood, Herbert Jackson.....	Prof. W. B. Alwood.....	Virginia
Arnett, Eugene Willard.....	E. S. Arnett.....	Virginia
Bagley, Edward Garland.....	Mrs. S. S. Bagley.....	Virginia
Ballard, William Claiborne.....	J. W. Ballard.....	Virginia
Bernard, John Bruce.....	W. P. Bernard.....	Virginia
Borum, Julius Randolph.....	J. W. Borum.....	Virginia
Calliham, Phares William.....	Mrs. M. E. Simmes.....	Louisiana
Carroll, Charles Wesley.....	Rev. John W. Carroll.....	Virginia
Cobb, Wilmer Thomas.....	W. R. L. Cobb.....	Virginia
Connelly, Emory Hale.....	W. H. Connelly.....	Virginia
Cuthriell, John Franklin.....	A. P. Cuthriell.....	Virginia
Cutler, Lycurgus Henry, Jr.....	L. H. Cutler.....	North Carolina
Davis, William Albert.....	L. W. Davis.....	Virginia
Dulaney, Arthur Sim.....	H. S. Dulaney.....	Maryland
Edmonson, Haynie Stokes.....	J. W. Edmonson.....	Virginia
Ellis, Russell Hendricks.....	J. E. Ellis.....	Virginia
Elzey, Charles James.....	W. L. Elzey.....	Virginia
Feddeman, George Thomas.....	C. W. Feddeman.....	Virginia
Fergusson, Everett Morgan.....	W. T. Fergusson.....	Virginia
Fizer, John William.....	Mrs. S. J. Fizer.....	Virginia
Gills, William Lee.....	L. R. Gills.....	Virginia
Gove, Samuel Millman.....	R. E. Gove.....	Virginia
Grizzard, James Alexander.....	George D. Grizzard.....	Virginia
Hall, Frank Johnson.....	J. E. Hall.....	Virginia
Halstead, George Byron.....	S. W. Halstead.....	Virginia
Hargraves, Hugh Holliday.....	Capt. L. P. Hargraves.....	Virginia
Harle, Hugh Coffin.....	James W. Harle.....	New York
Harrell, Charles Lydon.....	E. E. Harrell.....	North Carolina
Hudson, Boyd Ellyson.....	D. R. Hudson.....	Virginia
Hudson, John William.....	C. F. Hudson.....	Virginia
Jarnagin, Milton Preston.....	Mrs. A. W. Jarnagin.....	Tennessee
Jarratt, Robert Braxton.....	J. B. Jarratt.....	Virginia
Jones, Ralph Woodson.....	H. E. Jones.....	Virginia
Jones, Carroll Lyman.....	T. W. Jones.....	Virginia
Jones, Neufield Tong.....	Rev. C. O. Jones, D. D.....	Tennessee
Jordan, George Cauthorn.....	H. V. Jordan.....	Virginia
Knobeloch, Albert William.....	Mrs. C. Knobeloch.....	South Carolina
Martin, James Simons.....	J. W. Martin.....	Virginia
McKinney, Stephen Booth.....	Samuel McKinney.....	Tennessee
McLendon, George.....	C. N. Williamson.....	Texas
McMath, Olin LeCato.....	A. J. McMath.....	Virginia

NAME.	PARENT OR GUARDIAN.	STATE.
McNeal, Joseph Roscoe.....	J. G. McNeal.....	North Carolina
Mears, Kenneth Marion.....	J. L. Mears.....	Virginia
Moise, Edward Warren.....	Maj. Marion Moise.....	South Carolina
Moss, Alfred Oswald.....	Rev. John O. Moss.....	Virginia
Organ, Fred.....	Miss C. A. Johnson.....	Indiana
Peed, Hugh Douglas.....	V. T. Peed.....	Virginia
Perry, Hunter Carlisle.....	J. S. Perry.....	Virginia
Petree, Walter William.....	W. C. Petree.....	Virginia
Powell, James Gholson.....	Dr. R. S. Powell.....	Virginia
Powell, Richard Addison.....	Dr. R. S. Powell.....	Virginia
Price, Samuel Davis.....	Dr. S. H. Price.....	Virginia
Price, Howard Epes.....	Dr. S. H. Price.....	Virginia
Raynor, Edwin Bruce.....	N. Raynor.....	Virginia
Ricks, Garland Atkinson.....	F. B. Ricks.....	North Carolina
Roberts, John Henry, Jr.....	J. H. Roberts.....	Virginia
Rowe, George Washington.....	J. W. Rowe.....	Virginia
Rowe, James Thomas.....	J. E. Rowe.....	Virginia
Rupp, James Norman.....	W. H. Rupp.....	District of Columbia
Russell, James Henry.....	E. H. Russell.....	Virginia
Russell, Thomas Hendrick.....	E. H. Russell.....	Virginia
Saunders, Carter Temple.....	Capt. F. Saunders.....	Virginia
Savage, Simkins.....	Capt. P. W. Savage.....	Virginia
Smith, Edwin James.....	A. C. Smith.....	Virginia
Smith, James Almer, Jr.....	J. A. Smith.....	Virginia
Smith, Howard Kingsbury.....	Dr. E. H. Smith.....	Louisiana
Snyder, Robert.....	J. G. Snyder.....	Ohio
Statham, Beaumont Hobson.....	Thomas R. Statham.....	Virginia
Steele, Thomas Ralph.....	C. W. Steele.....	Virginia
Stuart, Richard Henry, Jr.....	Dr. R. H. Stuart.....	Virginia
Stuart, Frank Smalley.....	Dr. R. H. Stuart.....	Virginia
Sunderland, Willard B.....	D. G. Sunderland.....	South Carolina
Sutton, Julian Rush.....	W. H. Whitman.....	Virginia
Tisinger, Lewis Fielding.....	Mrs. I. J. Tisinger.....	Georgia
Turner, James Henry.....	J. S. Turner.....	Mississippi
Turner, John Sommerville, Jr.....	J. S. Turner.....	Mississippi
Turner, William Read.....	J. R. Turner.....	Virginia
Upshur, Caleb Littleton.....	Mrs. A. G. Upshur.....	Virginia
Vaughan, George Franklin.....	Mrs. E. L. Vaughan.....	Virginia
Verdier, Charles Edwin.....	Mrs. S. M. Verdier.....	Pennsylvania
Warrington, William Bryant.....	S. F. Warrington.....	Virginia
Watson, William Joseph.....	B. F. Watson.....	Virginia
White, Charles Mason, Jr.....	Hon. C. M. White.....	Virginia
Williams, Carlisle.....	Dr. J. W. Williams.....	Virginia
Wood, Charles Parkinson.....	D. P. Wood.....	Virginia
Woodard, James Dudley.....	J. J. Woodard.....	Virginia
Woodhouse, John Shepherd.....	Jonathan Woodhouse.....	Virginia
Woodhouse, Edward James.....	R. W. Woodhouse.....	Virginia



## HONORS.

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### ROLLS OF HONOR, JUNE, 1899.

FOR CONDUCT.—The following students of the session of 1898–9, having given no occasion for criticism of their moral conduct, and having received no demerits for tardiness, idleness or disorder during the entire session, are entered upon the records of the Academy as constituting the Roll of Honor for Conduct for that session:

Barrow,	Mann,	Shackford,
Barton,	Parsons,	Smith, E.,
Bernard,	Petree,	Smithey, W.,
Calliham,	Poindexter,	Smithey, F.,
Eggleston,	Powell, J.,	Turner, J.,
Gove,	Powell, R.,	Turner, V.,
Green,	Price, S.,	Tufts,
Hargraves,	Price, E.,	Wall,
Jameson,	Russell,	Wood,
Kellam,	Savage,	Woodhouse, C.,
Lewis,	Sawyer,	Woodhouse, E.
	Seward,	

FOR STUDY.—The following students of the session of 1898–9 completed all the work assigned them for the year, *with distinction in each class*, and are entered on the records of the Academy as constituting the Roll of Honor for Study for that session:

Barrow,	Miller, J.,	Sawyer,
Barton,	McNeal,	Shackford,
Connelly,	Parsons,	Smith, E.,
Dewey,	Peatross,	Smithey, W.,
Eggleston,	Poindexter,	Stuart, F.,
Gove,	Price, S.,	Turner, V.,
Green,	Price, E.,	Wall,
Hargraves,	Riley,	Wood,
Jameson,	Russell,	Woodhouse, E.,
Kellam,	Savage,	Wyche.

SPECIAL SUCCESS.—The following students of the session of 1898–9 having passed all their examinations with an average mark of ninety-five per cent. or over, are deserving of special mention:

Barrow,	Poindexter,	Smithey, W.,
Barton,	Price, S.,	Wall,
Gove,	Russell,	Wood,
Hargraves,	Savage,	Woodhouse, E.,
Kellam,	Smith, E.,	Wyche.

MEDALISTS, JUNE, 1899.

WASHINGTON LITERARY SOCIETY.

Debater.....	R. H. Lewis .....	Virginia
Declaimer.....	H. Wert Holloway.....	Virginia

MEDAL FOR BEST COMPOSITION R. M. A. JOURNAL.

Edward Charlton Graves.....	District of Columbia
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MEDAL FOR BEST ALL-ROUND ATHLETE.

Edward Charlton Graves.....	District of Columbia
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BRADBURY SENIOR SCHOLARSHIP MEDAL.

Charles Parkinson Wood.....	Virginia
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PRINCIPAL'S JUNIOR SCHOLARSHIP MEDAL.

Arthur Barrow.....	Virginia
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## ANNOUNCEMENTS.

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### GENERAL INFORMATION.

This institution is the product of an effort at a distinct advance in educational enterprise in the South.

**The Field.** It is distinctively an Academy, with no ambition to be a college in name, or to do college work in fact, but, choosing the field between the preparatory home school and the real college course, it purposes to prepare youths for college or university, under the most wholesome moral influences.

In view of the fact, however, that a majority cannot, or will not, prosecute their education to a college degree, and that their entire educational preparation for life will be completed at the Academy, there have been added to those studies strictly required for satisfactory entrance at college, such extensions or practical application of the previous work as are deemed best adapted to complete their equipment for business life.

**The Purpose.** Believing this to be a most important work, and worthy of as much care and effort as that of a college or university, the projectors of the Randolph-Macon Academy determined to plan an institution to do it as perfectly as human fallibility would allow. The question of expense was not allowed to thwart their purpose. The garment was not to be "cut according to the cloth," but cloth was to be procured sufficient to make the desired garment. An Academy was to be built which would lack nothing that seemed important for the work proposed. They undertook to find, not merely a good site, but the best that patient study of desirable locations in Virginia should disclose; to secure not merely a good plan, but the best the architectural talent of the United States could furnish; to have the buildings erected in the best possible manner; to arrange a plan of instruction and administration thoroughly adequate to the end proposed; and to provide, with all the resources in their power, the best corps of instructors to carry out their purpose of making ideal schools.



STUDY HALL, RANDOLPH-MACON ACADEMY



LIBRARY  
OF THE  
UNIVERSITY of ILLINOIS

**Location.** The Academy is situated in that favored section of Piedmont Virginia, on the Norfolk & Western Railroad, midway between Lynchburg and Roanoke, and within half a mile of the Post Office, Telegraph Office, and business houses of Bedford City; four daily passenger trains stop at the new depot adjoining the Academy grounds. Close connections are made with the Southern, Chesapeake & Ohio, and other systems. The grounds comprise thirty acres, ascending from the railroad to a commanding crest, upon which the buildings are located. On all sides a panorama of beauty spreads out before the eye, dominated by the majestic Peaks of Otter, nine miles distant. From the celebrated Peak's Spring, high up on its sides, pipes convey that pure and delightful water to each floor of the Academy building.

**The Buildings.** The attractiveness of the buildings, upon which \$80,000 has been expended, is not exaggerated by the illustrations. "Beyond the representation on paper" is the report of a visitor, and this echoes the general opinion of those who have inspected them. "One of the handsomest and most complete in the country;" "A more complete and beautiful building I have never seen;" "A perfect gem;" "The most perfect school buildings we have ever seen;" "The most thoroughly equipped and most modern academy building, to our knowledge, in the United States," are quotations taken almost at random from accounts written by correspondents for the press, as they have visited the institution.

**Special Features.** 1. THE STUDY HALL, 60x65 feet, 22-foot pitch, with 250 single desks. Here all recitations are prepared. A teacher presides to preserve order and assist students in this preparation, during which no classes are heard in the room. From this hall doors lead to eight adjacent recitation-rooms.

2. THE LARGE SEMI-BASEMENT ROOM beneath the Study Hall, 60x65 feet, was designed simply as a great play room, for healthful sports in rainy, muddy, wintry weather.

3. THE PHYSICAL CULTURE WING is a building 40x80 feet, containing a Gymnasium, with "Sargent" apparatus, bath-room, with hot and cold water, lockers, etc., all in charge of a specially-trained director, who conducts the exercises on scientific principles to develop the body of the student and to give it robustness, symmetry and grace.

4. THE WATER ARRANGEMENTS supply hot and cold water throughout the buildings; fire-plugs and hose reach every room on each floor.

5. THE HEATING is done by steam, and fresh warm air is driven by fans through the house, ventilating as well as heating, by the system adopted for the United States Capitol at Washington and considered the best known to our times.

6. THERE IS NO NEED OF AN OIL LAMP IN THE HOUSE. More than three hundred Edison incandescent electric lights illuminate the building from basement to garret. This light is steady and uniform, and has been found by actual test to be an excellent one for students. The fact that there will be no smoking wicks nor dingy chimneys to strain the pupil's eyesight, nor exploding lamps to endanger his life, is of great interest to parents. There is no need of kerosene or match in the buildings.

7. THE DORMITORIES are high-pitched airy rooms, each, without exception, with windows opening to the outside air and sunlight. Only two students occupy a room, and each has his separate bed. Special infirmary rooms are provided. Each student-room is furnished with a nice oak set—two single bedsteads, beds and pillows, a bureau, washstand and chair. Pupils furnish their own blankets, sheets, pillowcases and towels.

8. THE DINING HALL is 40x60 feet, with pantries and store-rooms adjoining, and the kitchen is fitted with the best "French" range. Special effort is made to have the fare abundant, wholesome, sufficiently varied, properly cooked and nicely served.

9. THE YOUNG MEN'S CHRISTIAN ASSOCIATION HALL is one of the largest and handsomest rooms in the building. Prominence is given this most valuable organization in the school work.

10. THE PARLOR, RECEPTION AND READING ROOMS on the first floor, sufficient to hold all the students at once, show that their social life is not neglected.

A correspondent of a Knoxville (Tenn.) paper writes of the building: "It would be difficult to find or even imagine a more charming site for an institution, and hard to point out any defect in the plan and appointments of the edifice."

Plan. Two important special features of this school are:

1. *Large classes are divided and heard in sections of not more than fifteen pupils.*

2. *An extra teacher presides in the Study Hall, to preserve order and assist students in the preparation of their lessons.*

This division of classes into sections (requiring more teachers) and the employment of additional teachers for the supervision of the Study Hall add to the cost of conducting our school, but are necessary to the best results.

**Principles of Government.** Without firm discipline, based on strong and clear convictions of right, and administered in the spirit of kindly sympathy, no boarding-school deserves to succeed. The rules of Randolph-Macon Academy are few, and only such as are necessary to the well-being and the success of the student. They are enforced with impartial certainty.

**Conscience and Honor Cultivated.** Formal rules are not relied upon for the regulation of moral conduct. Reverence for God and trust in Him are presented as the foundations of character, and the day's work is begun and ended with worship, which all attend. In morals the broad, general principle that every student is to be a young gentleman of honor, truthfulness, and absolute honesty, is insisted upon. To develop and foster this spirit among the students, to make the moral atmosphere not only wholesome but invigorating and uplifting, is the first and greatest aim of the Principal and his associates.

**The Persistently idle or vicious excluded.** If any pupils are found to be obstacles to this result, earnest efforts will be directed to their reformation, but will not be long continued if satisfactory results do not show themselves. The contamination of many will not long be risked for the sake of one, and a vicious or idle pupil who cannot be moved to honest effort at self-improvement in a few weeks after his entrance, will be returned to his home, where his influence may be less injurious. Brilliant success is not demanded of pupils, but honest effort is insisted upon.

Lest anyone should be overlooked, each teacher has special oversight of a portion of the pupils, and is responsible for their diligence in study and propriety of conduct.

**Minor Rules of Order.** Under the general principles outlined above, such specific regulations as may be necessary to good order and good work are prescribed, and kind but effective measures are taken to secure obedience. Boys are not allowed to frequent the town at will, nor to be out of the house at night. Demerits are given and penalties exacted for lack of punctuality and for disorder. Offenses against morals are put upon a different basis. Honor



and truth are held sacred, and constantly magnified in the management of the school.

The proper object of disciplinary regulations in schools is not simply nor chiefly the preservation of order, but the formation of correct habits and the establishment in the student's heart of right principles of action. *Character* is the chief product of education.

**Rolls of Honor.** Students conforming to all the rules of conduct and order are entered on the Academy Records, and are honored in reports and by other marks of approbation and confidence. Those whose diligence in study enables them to reach a high grade of scholarship are similarly recorded on the Roll of Honor for Study.

**Don't.** Parents are requested not to supply students with excessive amounts of pocket-money. A small regular monthly allowance is helpful ; an unlimited supply is ruinous. The sending of boxes with rich food, sweets, etc., should be confined to rare occasions. The ensuing frolic is generally at the expense of health and of progress in study.

Don't communicate with the principal through your sons. Write to him directly.

Don't allow your sons to exceed the time allowed for holiday at Christmas. It works irritating disorganization and puts your boy in a wrong position.

**Reports.** Reports of the conduct and progress of students are sent to their parents or guardians each five weeks of the session.

*Students are required to attend on Sunday morning the church preferred by their parents.*

*Cigarette smoking is not allowed.*

**Societies.** Literary Societies organized among the students offer incentives and present opportunities for the acquirement of skill in public speaking. Medals and public honors are awarded by them on the public day at the close of the session.

A branch of the College Young Men's Christian Association has been organized and successfully conducted by the students. Regular weekly meetings are held in its commodious room.

**Athletics.** Besides the large and well-equipped gymnasium and wet-weather play-room, ball-grounds and tennis-courts offer full vent for youthful spirits and vigor. The exercises of "Field Day" are enjoyed by great crowds, and the exploits of the competing athletes

are remembered by students with the admiration which always attaches to manly force and skill. For voluminous information on these subjects, address any student.

**Officers and Teachers.**

So important a work and so expensive a plant are not to be entrusted to incompetent or inexperienced hands.

It has been the policy of the school to secure the best teachers, to pay them adequate salaries, and to reward increased efficiency by increased compensation.

It is expected of these teachers that they shall, by precept and example, maintain a high standard of honor and integrity of conduct, of systematic diligence in study and of conscientious performance of duties. The formation of a noble character is to be kept ever before them as the object of school discipline and the best reward of their labors. They must keep in close contact and sympathy with their students.

**Doctor and Matron.**

Believing that careful skilled supervision of sanitary arrangements and daily medical attention will be greatly conducive to the health of students, we have elected a

physician of repute and experience to take charge of these matters. He is present every morning to be consulted by any student who may be indisposed, to attend all cases of sickness in the Academy, and to supervise the sanitary arrangements of the institution. This medical attendance, which costs each student but \$2.50 per term, diminishes the apprehensions of parents and teachers, and either prevents serious sickness or limits the expense of it to \$5.00 a year.

The matron gives careful attention to all the needs of the boys, provides delicate food in cases of sickness, sees that the rooms are kept clean and well ventilated, looks after clothing, etc. The ladies of the house strive to make the Academy home-like in every way, and add much to the culture, refinement and happiness of our school life.

## COURSE OF INSTRUCTION.

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This was fixed originally, after the most careful consideration, by the faculty of Randolph-Macon College, assisted by the practical suggestions of able and experienced teachers of preparatory schools. It has since been carefully revised, and has received such improvements from time to time as further experience has suggested. The suggestions of the "Committee of Ten" are given due consideration and weight.

The course embraces:

1. PRIMARY STUDIES.—Reading, Writing Spelling, Geography, English Grammar.
2. HISTORY.—United States, England, France, Greece, Rome, Bible History.
3. LANGUAGES.—English, Latin, Greek, French, German (preparatory to college classes).
4. MATHEMATICS.—Arithmetic, Algebra, Geometry, Practical Surveying, Determinants.
5. SCIENCE. — Physical Geography and elementary courses in Natural History, Physiology, Physics, Chemistry.
6. ARTS.—Drawing, Music.
7. PHYSICAL CULTURE.—Sargent System: Gymnastic Apparatus and Drills.

These subjects are distributed over a period of five years, the classes in succession being known as First Form, Second Form, etc. The student completing the Fourth Form work is prepared to enter college. Special reasons may prevent that or may make it desirable for him to remain longer at the Academy. For such the Fifth Form offers a concluding course. Students are assigned after conference to the forms for which they are prepared, and may take parts of different forms when unequal preparation calls for it. Many enter as high as the Third Form, but all who thus apply for advanced work must be prepared to show a sound knowledge of the subjects taught in the preceding forms.

The work by classes and by courses is given below.

# I. CLASSES AND TEXT-BOOKS.

FIRST FORM.—*Orthography*: Gilbert's School Studies in Words. *Penmanship*: Lessons by Instructor. *English*: Abbott's Parts of Speech, McGuffey's Fourth Reader and Selected Classics, Composition. *Mathematics*: Wells' Academic Arithmetic. *Geography*: Maury's Manual. *History*: Eggleston's United States History. *Science*: Bert's First Lessons in Science. *Physical Culture*: Gymnasium and Drill.

SECOND FORM.—*Orthography*: Gilbert's School Studies in Words. *Penmanship*: Lessons by Instructor. *English*: Reed and Kellogg's Higher Lessons in English, Selected Reading, Composition. *Mathematics*: Wells' Academic Arithmetic. *History*: Montgomery's England, Church's Bible History. *Science*: Maury's Physical Geography, Martin's Briefer Course in Physiology. *Latin*: Bingham's Grammar, Viri Romæ. *Physical Culture*: Gymnasium and Drill.

THIRD FORM.—*Orthography*: Gilbert's Graded Test-Speller. *Penmanship*: Lessons by Instructor. *English*: Genung's Outlines of Rhetoric, Select Readings. *Mathematics*: Wentworth's Higher Algebra. *History*: Fyffe's History of Greece, Creighton's Rome. *Science*: Gage's Physics. *Latin*: Bingham's Grammar, Viri Romæ, Cæsar, Exercises. *Physical Culture*: Gymnasium and Drill.

FOURTH FORM.—*Etymology*: Swinton's Word Analysis. *Penmanship*: Lessons by Instructor. *English*: Genung's Complete Rhetoric, Genung's Rhetorical Analysis, Strang's Exercises, Meiklejohn's Literature, Selected Classics. *Mathematics*: Wells' Geometry, Wentworth's Algebra. *History*: Smith's Bible History. *Science*: Remsen's Chemistry. *Latin*: Cæsar, Cicero's Orations, Bingham's Grammar, Exercises. *Greek* (optional): Harkness' First Greek Book, Anabasis, Calvert's School Readings in Greek. *German*: Whitney's German Grammar, Whitney's German Reader. *French*: Otto's Grammar, Joynes' French Reader. *Physical Culture*: Gymnasium and Drill.

FIFTH FORM.—*English*: Genung's Complete Rhetoric, Genung's Rhetorical Analysis, three plays of Shakespeare. *German*: Whitney's Grammar, Selections from Schiller, Scheffel, etc. *French*: Otto's Grammar, Selections from Scribe, Racine, Molière, Corneille. *Latin*: Cicero's Orations, Vergil's Æneid, Gildersleeve's Latin Grammar, Exercises. *Mathematics*: Crittenden's Commercial Arithmetic, Wentworth's Algebra, Wells' Solid Geometry, Peck's Determinants. *Sur-*



veying, with use of instruments. *Science*: Remsen's Elementary Chemistry and Laboratory Manual. *Political Economy*: Walker's Elementary Course. *Governmental Science and Business Usages*: Young's Government Class Book. *Review* of subjects in other forms in which the student is deficient or desires to attain special proficiency.

It should be stated that the text-books named in the above are subject to change should the teachers in charge find better ones before the opening of the session. They are given only to indicate more clearly the character of the work required in each form.

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## II. OUTLINE OF COURSES.

### I. ORTHOGRAPHY.

There are five classes in Orthography. Each class recites five times a week. The course is begun with the simplest words in the language. Careful attention is given to pronunciation and to definition. In the third year the more difficult words are studied, and in the fourth and fifth a careful study of words derived from Latin, Greek and Anglo-Saxon completes the course.

TEXT-BOOKS—First and Second Years: Gilbert's "School Studies in Words."

Third Year: Gilbert's "Graded Test Speller."

Fourth and Fifth Years: Swinton's "Word Analysis," and Webster's or Worcester's Academic Dictionary.

### II. READING AND GEOGRAPHY.

Reading and Geography are completed in one year.

TEXT-BOOKS—Reading: McGuffey's Fourth and Fifth Readers and Selected Classics.

Geography: Maury's Manual.

### III. PENMANSHIP.

Lessons in Penmanship are given by an instructor. The principles are studied, and every student is required to copy daily from assigned exercises. As an encouragement to diligence, the students are given the privilege of exemption from practice as soon as they acquire a fixed legible style, satisfactory to the instructor.

### IV. ENGLISH.

Randolph-Macon College was the pioneer of the advanced study of English in the South. The same rigid work in preparatory studies formerly done at the college is required at the Academies. There are four classes. Each recites five times a week.

FIRST YEAR.—Students are started in the Parts of Speech, and, during the entire year, are taught “old-fashioned” parsing. They are required to write weekly exercises and to read several English Classics as parallel, such as Robinson Crusoe (DeFoe) and “Legend of Sleepy Hollow” (Irving).

TEXT-BOOK—Abbott’s “Parts of Speech.”

SECOND YEAR.—Having completed satisfactorily the work of the first year, students take up the study of Analysis. Constant practice in diagramming is required, and the leading principles of Syntax are mastered. Letter writing and work in original composition receive careful attention, and each student has to write at least one exercise a week. These exercises are corrected, returned and discussed before the class. Parallel reading will be such as “Roger de Coverley” (Addison), Franklin’s Autobiography, “Lady of the Lake” (Scott), and “The House of Seven Gables” (Hawthorne).

TEXT-BOOKS—Reed and Kellogg’s “Higher Lessons in English.”

THIRD YEAR.—Students continue the study of Analysis, taking up the more difficult constructions. Careful attention is given to the study of the Participle, of the Infinitive, and of Elliptical Constructions. Selections from the prose of Addison, Macaulay, Scott, and Dickens, and from the poetry of Longfellow, Byron, Keats, and Shelley are assigned for written analysis.

Rhetoric is begun, and the principles studied are applied in frequent written exercises. Parallel reading will be such as “Sketch Book” (Irving), “Ivanhoe” (Scott), “David Copperfield” (Dickens), and “Rasselas” (Johnson).

TEXT-BOOK—Genung’s Outlines of Rhetoric.

FOURTH YEAR.—Students complete the work of Analysis, analyzing extracts from Shakespeare and other dialogues. Rhetoric is continued, and Shakespeare’s plays and English Literature are taken up. Each student is required to write an essay of five pages each month of the first term. The second term is devoted to practical work in Composition, and careful attention is given to the development of style. The parallel reading will be such as “Childe Harold” (Byron), “In Memoriam” (Tennyson), “Virginian” (Thackeray), “Adam Bede” (Eliot), and “Gulliver’s Travels” (Swift).

TEXT-BOOKS—Genung’s Rhetoric, Genung’s Rhetorical Analysis, Meiklejohn’s Literature, Strang’s English Exercises.

## V. LATIN.

This is regarded as a foundation study for mental discipline and is most carefully taught. In the lower classes there is constant drill in forms, and frequent written exercises are prescribed. As the students advance, they are drilled in Syntax and in analysis of texts read. There are four classes. Each recites five times a week.

FIRST YEAR.—Thorough study of Forms, and Reading.

TEXT-BOOKS—Bingham's Grammar to Syntax. Viri Romæ.

SECOND YEAR.—Review of forms, Syntax to Subordinate Sentences, reading and exercises.

TEXT-BOOKS—Bingham's Grammar; Viri Romæ; Cæsar.

THIRD-YEAR.—Review of previous work, Syntax completed, reading and exercises.

TEXT-BOOKS—Bingham's Grammar, Cæsar's Gallic War, and Cicero's Orations.

FOURTH YEAR.—Syntax reviewed, reading and exercises.

TEXT-BOOKS—Gildersleeve's Grammar, Gildersleeve's Exercise Book, Cicero's Orations (completed), Virgil's Æneid, White's English-Latin Dictionary.

## VI. GREEK.

Greek is taught but one year. Thorough drill is given in forms. The principles of accent and of contraction, and a general course in Syntax, are carefully taught. About one hundred and fifty pages of Greek, and English translations of the Iliad and the Odyssey are read. An essay of eight pages on the Iliad is required.

TEXT-BOOKS—Harkness' First Greek Book; Fables; Calvert's Readings in New Testament; Anabasis.

## VII. GERMAN.

There are two classes in German. Each class meets five times a week.

FIRST YEAR.—The forms are mastered and the elements of Syntax are studied and applied in semi-weekly exercises. Reading is begun after the twentieth lesson in the Grammar.

TEXT-BOOKS—Whitney's Grammar; Whitney's Reader; German History; "Life Among Germans."

SECOND YEAR.—Syntax is studied in detail, and exercises are written twice a week. Reading is continued. In the second term

special attention is given to the history and to the etymology of the language.

TEXT-BOOKS—Whitney's Grammar; Goethe's "Herman und Dorothea;" Schiller's "Jungfrau Von Orleans;" Heyse's "Die Einsamen," and "Anfang und Ende;" Goethe's "Faust."

### VIII. FRENCH.

There are two classes in French. Each class meets five times a week.

FIRST YEAR.—Forms are mastered and Syntax is studied to the Pronoun. Special attention is given to pronunciation and to translation by ear. Exercises are written twice a week, and selections from various authors are read.

TEXT-BOOKS—Otto's French Grammar; Joynes-Otto's French Reader.

SECOND YEAR.—Grammar is completed. Exercises twice a week. Four plays in prose (selected from the writings of Scribe, Girardin, Labiche, and Martin), "Athalie" (Racine), "Le Cid" (Corneille), and "Le Misanthrope" (Molière), are read. In the second term, outlines of the history and the literature of the language are given. Special attention is given to reading and writing French at sight and to translating by ear.

TEXT-BOOKS—Otto's Grammar; Bocher's "Series of Plays," No. 1; Joynes' "Select Classic Plays."

### IX. MATHEMATICS.

This is a foundation study peculiarly suited to develop the reasoning faculties, and most careful attention is given to this subject in all the branches taught. The most thorough work is required in each lower class, as the condition of entrance into a higher. Original work is required both in class and in examinations. There are five classes. Each recites five times a week.

FIRST YEAR.—Wells' Arithmetic.

SECOND YEAR.—Wells' Arithmetic (completed).

THIRD YEAR.—Wentworth's Higher Algebra.

FOURTH YEAR.—Wells' Plane Geometry, Wentworth's Higher Algebra.

FIFTH YEAR.—Wentworth's Algebra (completing Series, Permutations, Combinations, Probability, and solution of Higher Equations), Peck's Determinants, Wells' Solid Geometry, Surveying (Lectures), Crittenden's Commercial Arithmetic (special).



## X. SCIENCE.

To develop habits of observation, a liberal course in Science is given ; and, as far as possible, laboratory work is required in the more advanced classes. There are five classes. Each recites five times a week.

FIRST YEAR.—Bert's First Lessons in Science.

SECOND YEAR.—First Term: Maury's Physical Geography. Second Term: Martin's Physiology (Briefer Course).

THIRD YEAR.—First and Second Terms: Gage's Introduction to Physics.

FOURTH YEAR.—First Term: Remsen's Chemistry. Second Term: Remsen's Chemical Analysis, Laboratory Work.

FIFTH YEAR.—First Term; Young's Government Class Book. Second Term: Walker's Elementary Political Economy.

## XI. HISTORY.

There are four classes in History. Each recites five times a week. In the more advanced classes, special attention is given to the philosophy of history, and effort is made to develop in students the habit of seeking the cause of events in one age in the events of preceding ages.

TEXT-BOOKS—First year: first term, Eggleston's History of the United States; second term, Magill's History of Virginia. Second year: first term, Montgomery's History of England; second term, Montgomery's History of France. Third year: first term, Fyffe's Greece; second term, Creighton's Rome. Fourth year: first and second terms, Smith's Bible History.

## XII. PHYSICAL CULTURE.

Every student, unless prohibited by the resident physician, must take the course of physical culture, under the director, in the gymnasium as long as he remains in school. These exercises are deemed necessary for his development, and hence are provided. The gymnasium is fully equipped with all necessary apparatus, and a competent instructor directs the exercises. Out-door sports are encouraged as sports, not as spectacles, and are under the supervision of the director of the gymnasium.

## FINANCIAL.

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It will naturally be expected that such unusual advantages will be very costly. Owing, however, to the fact that the buildings have been largely free contributions, that there are no rents, taxes or dividends to be paid, they are offered at about the usual prices of boarding schools in Virginia.

### EXPENSES.

For matriculation, board, tuition, light and fuel, for half-session.....	\$103 75
For medical attention, physical culture and use of gymnasium.....	5 00
For washing, half-session.....	6 25
Total expenses for half-session.....	\$115 00

☞ Students for the ministry of any evangelical church, and sons of ministers of conferences contributing to the funds of Randolph-Macon, pay \$77.50 per half-session. All fees payable in advance.

The proportionate part of board paid will be refunded when students leave through necessity, or at our instance.

Should a student leave without good cause, the Academy reserves the right to refuse any reimbursement of fees.

Our aim is not to make money, but to establish a great school, and to do the greatest possible good to the largest possible number. We hope to see many benevolences in the form of free scholarships, free libraries, and endowed aids of all sorts gather around the Academy to multiply its advantages and place them within the reach of all. We shall be glad to become the dispenser of the benefactions of such friends of education as appreciate our enterprise.

BOOKS AND STATIONERY will be furnished at the Academy at publishers' prices. For these it is well to make a deposit of \$10 upon entrance. This is held subject to the student's order. To reduce this expense as much as possible, the student should bring with him all the books he may have, which are likely to be of use.

CLOTHING, ETC.—Ordinary school clothing should be warm, strong and inexpensive. Gymnastic suits for exercise will be bought for students at wholesale cost by the director of the Physical Culture Depart-

ment. *No clothing will be received for the weekly wash which is not plainly marked with the owner's name.*

Each student occupies a bed to himself, and should bring with him two pairs of sheets, blankets and bedspread of suitable size for a single bed ; also one pair of pillowslips, towels, and a clothes-bag.

These articles can be purchased after arrival at the Academy if desired.

The Principal will take pleasure in answering questions not fully met by the foregoing statements.

## CALENDAR.

### COMMENCEMENT EXERCISES, 1900.

Sunday, June 3, Baccalaureate Sermon by Rev. F. C. McCONNELL,  
D. D.

Thursday, June 7, Annual Address by Rev. James A. Duncan, D. D.

### SESSION 1900-1901.

Tuesday, September 18, 1900, session begins.

Tuesday, January 28, first term ends and second term begins.

Wednesday, June 13, 1901, school closes.

### HOLIDAYS.

1. Thanksgiving Day.
2. One day at Easter.
3. Field Day.
4. Christmas, from December 21 to January 1 inclusive.

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RANDOLPH-MACON WOMAN'S COLLEGE  
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OF

## Randolph-Macon Woman's College

LYNCHBURG, VA.

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*SEVENTH SESSION.*

1899-1900.

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ANNOUNCEMENTS FOR

1900-1901.

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OFFICERS  
OF THE  
SOCIETY OF ALUMNÆ.

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<i>President,</i>	. . . . .	MARTHA A. FRANKLIN, A. M.
<i>Vice-President,</i>	. . . . .	EVA B. WILLIAMS, A. M.
<i>Secretary,</i>	. . . . .	EDITH S. BLACKWELL, A. B.
<i>Orator for 1900,</i>	. . . . .	EDITH S. BLACKWELL, A. B.
<i>Essayist for 1900,</i>	. . . . .	MARTHA MCGAVOCK, A. B.
<i>Romancer,</i>	. . . . .	MARY H. DAVIS, A. B.

## OFFICERS OF INSTRUCTION AND ADMINISTRATION.

---

WILLIAM W. SMITH, A. M., LL. D.,  
*President.*

F. W. MARTIN, M. S., PH. D.,  
*Vice-President.*

---

### I. LITERARY DEPARTMENT:

R. H. SHARP, JR., M. A.,  
*Professor of Ancient Languages.*

JOSEPH L. ARMSTRONG, A. M.,  
*Professor of English.*

F. W. MARTIN, M. S., PH. D.,  
*Professor of Chemistry and Geology.*

MISS CELESTIA S. PARRISH, PH. B. (Cornell Univ.),  
*Professor of Philosophy and Pedagogy.*

JOSEPH H. RIDDICK, JR., A. B.,  
*Adjunct Professor of Physics and Biology.*

MRS. MARY J. T. SAUNDERS,  
*Professor of French and German.*

JOHN H. LATANÉ, PH. D.,  
*Professor of History and Economics.*

NATHAN A. PATTILLO, PH. D.,  
*Professor of Mathematics.*

MISS GRACE WALL,  
*Instructor in Elocution.*

MISS ALICE HARGROVES,  
*Instructor in Mathematics.*

MISS DAISIE V. BELL,  
*Instructor in English.*

MISS ROSE PAGE,  
*Instructor in French.*

MISS GEORGIE R. QUINBY,  
*Instructor in Latin.*



## II. MUSIC, ART AND PHYSICAL CULTURE:

JOHN H. DAVIS,

*Head of Piano Department.*

LOUIS SCHEHLMANN,

*Professor Vocal Music.*

WM. S. ADAMS,

*Professor of Piano and Organ.*

GIOVANNI OTTAIANO,

*Instructor in Violin.*

MISS M. BLAKEY SHARP,

*Instructor in Theory and Piano.*

MISS GRACE WALL,

MISS GEORGIE R. QUINBY,

*Instructors in Piano.*

\* MISS JULIA P. OGDEN,

MISS KATHERINE H. ROBERTS,

*Instructors in Vocal Music.*

MISS LOUISE J. SMITH (Julian Académie, Paris),

*Professor of Art.*

MISS ALICE HARGROVES,

*Director of Physical Culture.*

## III. OFFICERS:

ROBERT WINFREE,

*Treasurer.*

A. W. TERRELL, M. D.,

*College Physician.*

J. L. ARMSTRONG,

*Librarian.*

REV. R. M. SAUNDERS,

*Chaplain.*

MRS. JOHN DAVENPORT BLACKWELL,

*Matron.*

MRS. J. R. PHELPS,

*Housekeeper.*

Resigned at close of Fall Term.

## MATRICULATES.

NAME.	PARENT OR GUARDIAN.	STATE.
Acree, Kathryn Peachey.....	E. F. Acree.....	Virginia
Akin, Myra Amanda.....	Benton Akin.....	Missouri
Allen, Martha Jane.....	John J. Allen.....	Virginia
Anderson, Myrtle.....	S. W. Anderson.....	West Virginia
Anthony, Annie Idoline.....	J. W. Anthony.....	Virginia
Anthony, Charlie.....	J. W. Anthony.....	Virginia
Arwood, Alma Simmons.....	Mrs. E. J. Arwood.....	Virginia
Ashmore, Lenora.....	J. C. Outten.....	Virginia
Barrett, Mabel.....	J. W. Barrett.....	North Carolina
Bell, Daisie Virginia.....	E. L. Bell.....	Virginia
Bell, Mary Susan.....	J. P. Bell.....	Virginia
Betty, Catherine Irby.....	Rev. L. B. Betty.....	Virginia
Blackwell, Louise Steptoe.....	Prof. E. S. Blackwell.....	Virginia
Blackwell, Nannie Leavell.....	Prof. E. S. Blackwell.....	Virginia
Brickhouse, Fannie.....	E. J. Brickhouse.....	Virginia
Bridgforth, Annie Robbie.....	R. E. Bridgforth.....	Virginia
Broaddus, Alice Maude.....	S. W. Broaddus.....	Virginia
Brook, Mary.....	George H. Brook.....	Virginia
Browinski, Effie.....	Capt. J. F. Browinski.....	Kentucky
Bryant, Gabrielle Lydia.....	Dr. J. F. Bryant.....	Virginia
Bryant, Lollie Belle.....	J. K. Bryant.....	Virginia
Butt, Daisie.....	Rev. L. Butt.....	Virginia
Caldwell, Gertrude Yongue.....	J. B. Caldwell.....	North Carolina
Calloway, Clara Hibernia.....	Prof. D. M. Calloway.....	Alabama
Carroll, Sarah Maude.....	William S. Carroll.....	Virginia
Carter, Mrs. Evie Jennings.....	.....	Virginia
Carruthers, Ro Bert.....	John Carruthers.....	Virginia
Clark, Ruth Leigh.....	Rev. W. W. Lear.....	Virginia
Clements, Annie.....	Alday Clements.....	Maryland
Cline, Juanita Marie.....	J. A. Kile.....	Virginia
Coleman, Etna.....	W. T. Coleman.....	Mississippi
Cover, Jessie May.....	J. R. Cover.....	Virginia
Cox, Clara Madeline.....	Joseph E. Cox.....	Virginia
Craighill, Mattie Holliday.....	R. T. Craighill.....	Virginia
Critz, Mary Alice.....	Robert Critz.....	North Carolina
Critz, Nancy.....	Robert Critz.....	North Carolina
Darden, Mary Caroline.....	.....	Virginia
Davis, Aurelia Howe.....	T. N. Davis.....	Virginia
Dey, Sue Catharine.....	Mrs. S. C. Dey.....	Virginia
Dornin, Evelyn Byrd.....	W. W. Dornin.....	Virginia
Dornin, Josephine Maude.....	William H. Dornin.....	Virginia

NAME.	PARENT OR GUARDIAN.	STATE.
Dortch, Julia.....	W. P. Dortch .....	Arkansas
Draper, Carrie Wood .....	James R. Draper.....	Alabama
Dulin, Helen Alice.....	George C. Dulin.....	Virginia
Dupree, Katie Lucille.....	Dr. R. B. Dupree.....	Texas
Du Priest, Stella Virginia.....	J. R. Du Priest.....	Virginia
Eason, Mrs. Wesley Nock .....	.....	Virginia
Eddins, Mary Juliet.....	H. C. Eddins .....	Virginia
Elder, Constance.....	Robert L. Elder.....	Virginia
Estill, Louisa Christian.....	Rev. Reverdy Estill.....	Kentucky
Evans, Carrie Everette.....	Charles E. Evans.....	Tennessee
Evans, Susie Myrtle.....	John B. Evans.....	Virginia
Farrar, Janie Goss.....	J. W. D. Farrar.....	Virginia
Ferguson, Kathleen Hansen .....	Rev. S. G. Ferguson.....	West Virginia
Fishburne, Sallie Clark.....	R. H. Fishburne .....	Virginia
Fleming, Mary Randolph.....	Rev. R. H. Fleming.....	Virginia
Fomby, Louella.....	C. M. Fomby.....	Arkansas
Franklin, Martha Anderson, A. M.....	.....	Virginia
Fulton, Ethel May.....	E. M. Fulton .....	Virginia
Garrett, Ada Harrison.....	Robert Garrett.....	Virginia
Gilham, Jennie Giles.....	Mrs. S. W. Gilham.....	Virginia
Gillespie, Margaret Bowen.....	George W. Gillespie.....	Virginia
Gilliam, Elsie West.....	T. W. Gilliam.....	Virginia
Gish, Mary Spence.....	R. E. Gish.....	Virginia
Griffin, Cornie Lurline.....	H. L. Griffin.....	Texas
Hargroves, Alice Maria.....	.....	Virginia
Harral, Louise.....	J. A. Harral.....	Louisiana
Hayes, Sarah Louise.....	Samuel L. Hayes.....	Georgia
Hogsett, Lester.....	S. W. Anderson.....	Virginia
Homes, Helen Jameson.....	Judge W. E. Homes.....	Virginia
Howard, Anna Louise.....	Rev. C. W. Howard.....	North Carolina
Howard, Emma.....	James A. Horrell.....	Missouri
Howard, Janie Dorothy.....	H. O. Howard.....	Virginia
Hull, Anna Sarah.....	Capt. D. D. Hull.....	Virginia
Hunt, Nellie Brown .....	Gilbert J. Hunt.....	Virginia
Jackson, Marion Yancey.....	D. C. Jackson.....	Virginia
Jernigan, Sadie Watts.....	I. P. Jernigan.....	Virginia
Jones, Lillian Tong.....	Rev. Charles O. Jones.....	Tennessee
Jones, Mabel Hille.....	Hon. Charles P. Jones.....	Virginia
Jones, Mary Fletcher.....	Mrs. Mary J. Jones.....	Virginia
Jones, Phœbe Dice.....	Hon. Charles P. Jones.....	Virginia
Jones, Virginia Belle.....	J. R. Jones.....	South Carolina
Jones, Wirt Wendall .....	Walter C. Jones.....	Virginia
Kennedy, Miriam Wadlow.....	Rev. H. H. Kennedy.....	West Virginia
Killey, Annie Hale.....	Dr. P. H. Killey.....	West Virginia
Kimball, Laura Lasell. ....	George B. Kimball.....	Virginia
Kinnier, Janie.....	J. W. Kinnier .....	Virginia
Krebbs, Bessie Bohannan ..	E. T. Krebs.....	Virginia

NAME.	PARENT OR GUARDIAN.	STATE.
Lancaster, Hessie Virginia	J. E. Lancaster	Virginia
Laney, Charlie Belle	C. H. Laney	Florida
Lann, Berta Mary	H. J. B. Lann	Mississippi
Larew, Gillie Aldah	I. H. Larew	Virginia
Latané, Bertha Allen	Mrs. Margaret D. Latané	Virginia
Leavell, Kate George	Rev. W. H. Leavell	Texas
Lewis, Adelaide Gernon	Dr. G. R. Lewis	Virginia
Lindsey, Alice Virginia	Noble Lindsey	Virginia
Lindsey, Mary Edna	Noble Lindsey	Virginia
Livingston, Genevieve	Judge H. J. Livingston	Tennessee
Love, Elizabeth Avery	Mrs. Julia R. Love	Tennessee
Lovejoy, Katherine Raymande	Rev. W. P. Lovejoy	Georgia
Lybrook, Lucy	R. J. Reynolds	North Carolina
Lybrook, Mary Ellen	R. J. Reynolds	North Carolina
McConnell, Frances	Judge J. H. McConnell	Kentucky
McDanell, Sarah Louise	Mrs. Kate McDanell	Alabama
McGavock, Abigail Jouet, A. B.	J. W. McGavock	Virginia
McGavock, Marie Doane	J. F. McGavock	Alabama
McLeod, Clara Josephine	Capt. R. T. McLeod	Virginia
McMullan, Mary	O. McMullan	North Carolina
McNamara, Alice Josephine	Mrs. Joanna McNamara	Virginia
Magruder, Mary Susan	J. W. Magruder	Virginia
Manning, Blanche Margaret	M. B. Lewis	Missouri
Mapp, Fairy	Dr. John E. Mapp	Virginia
Marshall, Mary Boyd	Robert Marshall	Kentucky
Marshall, Alma	E. D. Marshall	Ohio
Matheny, Emma Shields	Capt. J. C. Matheny	Virginia
Merrick, Martha Louise	James Merrick	Maryland
Meux, Tempe Somervell	J. S. Meux	Tennessee
Miller, Sarah	T. C. Miller	Virginia
Milhollen, Martha Chatham	J. H. Milhollen	District of Columbia
Moore, Virginia India	William L. Moore	Virginia
Moore, Elizabeth Burruss	M. M. Moore	Virginia
Moorman, Jessie Katherine	Charles R. Moorman	Virginia
Moorman, Trula Hicks	Mrs. E. H. Moorman	Virginia
Morgan, Georgie	Dr. R. W. Morgan	Virginia
Morgan, Mary	Dr. R. W. Morgan	Virginia
Mosby, Scott		Virginia
Moss, Sallie Toomer, A. B.	Rev. James O. Moss	Virginia
Muse, Janie Hill	J. A. Muse	Virginia
Nelson, Helen Hobson	C. K. Nelson	Virginia
Nelson, Sallie Scott	C. K. Nelson	Virginia
Nevitt, Nellie	Rev. T. S. Nevitt	Virginia
Nowlin, Lula Wills	W. D. Nowlin	Virginia
Ogden, Julia Payne	Hon. H. W. Ogden	Louisiana
Ogden, Mary Scott	Hon. H. W. Ogden	Louisiana
Oglesby, Laura French	Rev. G. A. Oglesby	North Carolina



NAME.	PARENT OR GUARDIAN.	STATE.
Osterbind, Minnie Guenther.....	H. C. Osterbind.....	Virginia
Overton, Susie Louisa.....	Rev. G. B. Overton.....	Kentucky
Page, Rose Wilmer.....	Mrs. N. M. Page.....	Virginia
Patterson, Mary Helen.....	S. Wallace Patterson.....	Virginia
Peck, Edna Gay.....	Melville Peck.....	West Virginia
Peck, Ellen.....	J. B. Peck.....	Virginia
Peek, Janet Hope.....	Mrs. G. M. Peek.....	Virginia
Peek, Maria Smith.....	Dr. J. H. Peek.....	Virginia
Perry, Ada Lizzie.....	Judge W. H. Perry.....	Virginia
Pettyjohn, Henrietta May.....	J. P. Pettyjohn.....	Virginia
Phillips, Caroline Jennings.....	A. J. Phillips.....	Virginia
Pope, Rosalie Broadnax.....	A. Pope.....	Georgia
Porter, Mittie Love.....	Miss Janie Porter.....	Georgia
Powell, Inez.....	J. H. Powell.....	Alabama
Powell, Nellie Virginia.....	R. S. Powell.....	Virginia
Quinby, Georgia Richardson.....		Virginia
Quisenberry, Bessie Viola.....	J. M. Quisenberry.....	Virginia
Radford, Edith Lee.....	Mrs. L. S. Radford.....	Virginia
Rand, Anna Cornelia.....	Jackson Rand.....	Alabama
Randolph, Innes.....	Mrs. Peyton Randolph.....	Virginia
Randolph, Kate Whitcomb.....	Mrs. Peyton Randolph.....	Virginia
Rardin, Dora May.....	J. K. Rardin.....	Illinois
Ray, Elizabeth Boring.....	D. J. Ray.....	Alabama
Reed, Martha Elizabeth.....	Rev. J. C. Reed.....	Virginia
Richardson, Anne.....	William Richardson.....	Alabama
Riddick, Una.....	Judge J. E. Riddick.....	Arkansas
Roach, Maidee Hettie.....	J. W. Roach.....	Texas
Roberts, Katherine Helen.....	Mrs. W. B. Roberts.....	Virginia
Robertson, Sarah Lee.....	Rev. F. P. Robertson.....	Virginia
Robinson, Elizabeth Graham.....	J. W. Robinson.....	Virginia
Robinson, Ethel May.....	A. Robinson.....	Texas
Robinson, Mary Bell.....	J. W. Robinson.....	Virginia
Rock, Susan Ann.....	L. T. Rock.....	Virginia
Rosenfeld, Pearl.....	J. Rosenfeld.....	Virginia
Rowe, Mamie Louise.....	John W. Rowe.....	Virginia
Rue, Bettie Anne.....	William J. Rue.....	Virginia
Sackett, Alice Winston.....	Charles H. Sackett.....	Virginia
Sample, Altha.....	R. H. Sample.....	Alabama
Scott, Sue.....	Mrs. J. J. Scott.....	Virginia
Sharp, M. Blakey.....		Georgia
Sirera, Alma Mary.....	D. Sirera.....	Louisiana
Skillern, Louise Estelle.....	J. E. Skillern.....	Arkansas
Smith, Ada Blanche.....	E. C. Smith.....	West Virginia
Smith, Maude.....	A. F. Smith.....	Arkansas
Smith, Sallie Moss.....	Rev. B. F. Smith.....	Virginia
Smith, Sarah Jane.....	D. L. Smith.....	Virginia
Snead, Aurelia Helen.....	W. B. Snead.....	Virginia

NAME.	PARENT OR GUARDIAN.	STATE.
Snead, Janet Winn.....	W. H. Snead.....	Virginia
Stephens, Dazey.....	Hon. I. W. Stephens.....	Texas
Stiff, Mary Hallowell.....	Rev. J. W. Stiff.....	Virginia
Stinson, Lillian Alleeta.....	T. W. W. Stinson.....	Louisiana
Sullivan, Mary Alice.....	J. D. Sullivan.....	Virginia
Swanson, Sallie Archie.....	F. A. Swanson.....	Virginia
Talbott, Elizabeth Olivia.....	Mrs. Etta P. Talbott.....	Maryland
Taylor, Lucie Belle.....	Dr. W. S. Taylor.....	North Carolina
Taylor, Willie D.....	Dr. W. D. Taylor.....	Tennessee
Thaxton, Elizabeth Annis.....	Mrs. W. W. Thaxton.....	Virginia
Thomson, Annie Eloise.....	T. A. Thomson.....	Texas
Tilghman, Minnie Louise.....	William B. Tilghman.....	Maryland
Trice, Louise Anatois.....	W. H. H. Trice.....	Virginia
Tyler, Belle.....	George W. Tyler.....	Texas
Tyler, Elizabeth Walker.....	W. W. Tyler.....	Virginia
Tyler, Julia Catherine.....	Rev. George T. Tyler.....	Virginia
Underwood, Nellie Grace.....	John L. Underwood.....	Virginia
Unkel, Theresa.....	Mrs. B. W. Cosby.....	Virginia
Vaden, Mary Marvin.....	Rev. W. C. Vaden.....	Virginia
Vandegrift, Myra Anne.....	J. A. Vandegrift.....	Virginia
VanDeventer, Florence Wells.....	Townsend VanDeventer.....	Virginia
Walker, Mary Booth.....	Charles M. Walker.....	Virginia
Wall, Grace.....		Virginia
Watkins, Florence.....	George P. Watkins.....	Virginia
Watkins, Lucille.....	George P. Watkins.....	Virginia
Watkins, Mrs. Rozelle.....		Virginia
Watts, Katie Gertrude.....	Rev. J. J. Watts.....	Missouri
West, Mrs. J. W.....		Virginia
White, Annie Henger.....	Judge John F. White.....	Florida
White, Deborah Beatrice.....	Capt. Robert S. Walker.....	Virginia
White, Mary Lou.....	L. W. White.....	Virginia
Whitley, Annie McTyeire.....	Rev. J. T. Whitley.....	Virginia
Williams, Evelyn Cary.....	Mrs. A. P. Williams.....	Virginia
Williams, Vera Augusta.....	H. G. Williams.....	Virginia
Winston, Martha McNeill.....	L. D. Winston.....	Virginia
Winston, Mary Wallace.....	L. D. Winston.....	Virginia
Withers, Fannie Pinckney.....	S. P. Withers.....	Virginia
Woodroof, Martha Frances.....	J. A. Woodroof.....	Virginia
Woods, Chiquita Ethel.....	W. J. Woods.....	Virginia
Wright, Mary Edmondson.....	Mrs. Josephine Wright.....	Virginia
Wysor, Emma May.....	Capt. J. C. Wysor.....	Virginia
Yancey, Nona Walla.....	J. C. Yancey.....	Arkansas
Young, Jessie Florence.....	W. H. Young.....	Virginia

## HONORS AND DEGREES CONFERRED.

### MASTER OF ARTS.

Cheatham, Blanche Edna.....	Virginia
Glass, Meta.....	Virginia
Littleton, Alice Norcross.....	Virginia
Nowlin, Nannie Rowland.....	Virginia
Poindexter, Cornelia.....	Virginia

### BACHELOR OF ARTS.

Compton, Frances Madeline.....	Virginia
Davis, Mary Homes.....	Virginia
McGavock, A. Jouet.....	Virginia
Moss, Sallie Toomer.....	Virginia

### GRADUATES IN SUBJECTS.

Bell, Daisie V.....	Latin.
Bell, Mary S.....	Latin.
Blackwell, Sallie O.....	Latin.
Cheatham, Blanche E.....	German.
Cheatham, E. Edith.....	Mathematics.
Courtney, Elizabeth W.....	Piano.
Gibbs, Mary R.....	French.
Glass, Meta.....	English.
Himmelberger, Mary H.....	Piano.
Howell, Ethel.....	History.
Hudson, Ethel W.....	Latin.
Hull, Anna S.....	Piano.
Hundley, Frances S.....	English, Piano.
Jernigan, Sadie W.....	Latin.
Latané, Helen W.....	German.
Littleton, Alice N.....	French, Pedagogy.
Nowlin, Nannie R.....	Latin, Pedagogy.
Pettyjohn, Henrietta M.....	Piano.
Poindexter, Cornelia.....	Mathematics.
Powell, Nellie V.....	Mathematics.
Poyner, Eliza M.....	Latin.

### HONORS.

#### FRANKLIN LITERARY SOCIETY.

Orator.....	Lillian T. Jones.
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#### WASHINGTON LITERARY SOCIETY.

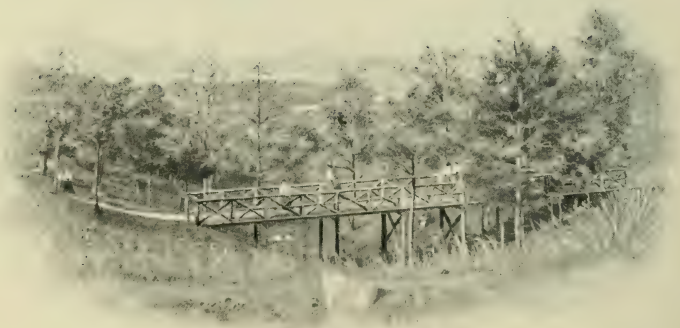
Orator.....	Mimmie G. Osterbind.
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REAR VIEW FROM A DISTANCE



A GLEN IN THE CAMPUS

RANDOLPH-MACON WOMAN'S COLLEGE

## ANNOUNCEMENTS.

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### GENERAL INFORMATION.

**Purpose.** This institution is the result of an effort to found a college in Virginia which should offer to women the same advantages and require the same attainments for graduation as are afforded and required at our best Virginia colleges for men. With six endowed colleges and two universities for men in this educating State of the South, there was no endowed college offering similar facilities to women. Hence the resolution of the founders in 1891, which is framed for the guidance of the executive officers of the College:

"We wish to establish in Virginia a College where our young women may obtain an education equal to that given in our best colleges for young men, and under environments in harmony with Southern ideals of womanhood; where the dignity and strength of fully-developed faculties and the charm of the highest literary culture may be acquired by our daughters without loss of woman's crowning glory, her gentleness and grace."

The Board of Trustees hope and believe that this effort will secure the approbation of our people and enlist their support. It is hoped that the opportunity to measure themselves by this standard will be to the young women of our Southland an inspiration to higher attainments in scholarship. We seek to have them secure the power of knowledge and the charm of culture, without sacrifice of those peculiar qualities for which they are so justly admired.

**Location.** The site chosen for the College is a commanding elevation on Rivermont Avenue. It is a twelve-minute ride by the electric car line, which passes the College gate, to the business centre of the city of Lynchburg, yet in its twenty-five acres of campus, diversified with dale and copse, it has the quiet of seclusion and the charm of rural beauty. The scenery is beautiful and inspiring. The noble Peaks of Otter rise to distant view in the west, while lesser spurs of the Blue Ridge lie around in close proximity. The drainage is naturally perfect, the sanitary arrangements are modern, and all the conditions of health which characterize this famous Piedmont region of Virginia are found united here. Increased vigor and healthy physical development usually accompany the intellectual advancement of our students.

**Buildings.** The buildings front 389 feet, with large extensions in the rear. [See front view, opposite page 73; rear view, opposite page 83.] They have been designed after careful consideration of the needs, present and prospective, of a completely equipped college, based upon knowledge of some of the best colleges in Virginia, and special examination of the buildings and equipments of the leading Northern colleges for women. Lecture-rooms are provided for the languages (Ancient and Modern), History, the Natural Sciences, Mathematics, Philosophy, Music and Art; separate laboratories for Chemistry, Biology, Physics, and Psychology; library, reading-room; gymnasium and appliances for Physical Culture; chapel, dining hall and dormitories, all heated, lighted and ventilated after approved modern plans. Signals for classes, etc., are given by forty bells, distributed through the building and rung automatically by an electric program clock.

**The Jones Memorial Library.** By the liberality of Mr. and Mrs. George M. Jones, of Lynchburg, and as a memorial to their deceased daughters, Georgie Lee and Lillie Fannie Jones, a beautiful library hall, with shelf room for 20,000 volumes, was erected in 1896, and a good working library of about 4,000 volumes has been accumulated.

**Gymnasium.** An excellent gymnasium is provided and equipped with scientific appliances for the natural development of the physical organs and for the rectification of incipient disorders that are capable of being reached by exercise, such as weak lungs, curvature of the spine, etc. Abundant facilities are provided for bathing.

**The Grand Corridor.** Interior corridors, long, wide and high-pitched, run through the building. The grand corridor on the first floor is 340 feet long, twelve feet wide, and fifteen feet high, and forms a striking feature of the building, especially when thronged with students as classes are called or dismissed, or with promenaders after tea and before study hours.

**Endowment.** In order to put the institution upon an equal footing with the colleges for men with which it is to compare, it was determined that it should be endowed, and more than \$100,000 has been secured and set aside as a nucleus for that purpose. This endowment, which we trust will soon grow to \$500,000, has enabled us to secure professors of high ability and scholarship. As means increase, loan funds, scholarships, fellowships, and other aids will be provided, to assist capable students of limited means to secure the



advantages of the College. Some progress has already been made in this direction.

**Government.** The government of the College will correspond to the character of the students expected. Demerits and penalties are not relied upon to secure observance of College regulations. These are only such as are necessary to the comfort and success of students, and appeal is made to their sense of propriety and right. Vexatious and needless restrictions are dispensed with. Ladylike and studentlike conduct is expected of all, and the responsibility placed upon them is one of the educative forces of the College. Should any student persistently fail to respond to this expectation, she must be withdrawn as unprepared for College responsibilities. Self-government is gradually extended as results justify such action.

Young ladies boarding in the College will be treated as daughters of equal maturity in a well-regulated Christian family. It will, however, be borne in mind that they are gathered for nine months for a serious purpose, and the regulations of the College will be such as to protect them from interruption or distraction.

**Medical Care.** Believing that careful, skilled supervision of sanitary arrangements and daily medical attention will greatly conduce to the health of students, the Board has engaged a physician of repute and experience to take charge of these matters. He is present each morning to be consulted by any student who may be indisposed, to attend all cases of sickness in the College, and to supervise the sanitary arrangements of the institution. This daily attendance is without additional cost to the student.

**Religious Advantages.** The daily exercises of the College are opened with religious services. In addition to the regular College Course in the English Bible, on Sabbath mornings Bible classes are taught in the College by the professors. Students attend the church of their choice in the city at eleven o'clock, and special services are conducted in the College in the evening. The Y. W. C. A. conducts a weekly prayer-meeting on Wednesday evenings. We seek to make the atmosphere of the College morally pure and spiritually uplifting. Reverent worship without cant, earnest religion without fanaticism, is our aim.

**Literary Societies.** Literary Societies are conducted with enthusiasm and success. They furnish an important culture to their members and constitute an interesting feature of the college life.



**Recreations.** Besides the regular drills of the Gymnasium, facilities are provided for tennis and basket-ball. Those for whom these games are too vigorous find congenial exercise walking in the extensive campus or among the many scenes of romantic beauty adjacent.

The hours from eight to ten on Saturday evening are devoted to social enjoyment. "Social Evening," when friends of the College, who have been properly introduced and enrolled upon our visiting lists, are received in the College parlors, alternates with "Home Evening," when some pleasant entertainment, planned by the ladies of the faculty in turn, is provided. Tableaux, games, amusements of various sorts, with refreshments, combine to make these occasions very enjoyable, while they serve an important educational purpose in relaxing the strain of continuous work. The College home-life is, we believe, happy and helpful.

**Matriculation and Classification.** Each student should report at the office as soon after her arrival as possible, to be matriculated and enrolled by the President for definite courses. She is then directed to meet the Professors teaching these courses, who will, after conference, assign her to appropriate classes.

**Organization.** For the sake of convenience the courses are arranged below in the order usually pursued, but the curriculum is not based upon a four-year class organization. As the work of each course is satisfactorily completed, the student receives a certificate therefor, and is credited with the work done towards her degree. When the entire course of instruction in any subject is completed, a Certificate of Proficiency in that subject is issued, and when any of the elective groups required for the B. Lit., A. B. or A. M. degrees is satisfactorily completed, she receives the degree, whether she has attended two years or four. Thus capacity, energy and previous attainments are given free scope, and those who can may carry off the prizes of scholarship without loss of time by the clog of classmates less capable or industrious. Those students also who, for any reason, cannot remain to take a degree, obtain year by year recognition of the work done, in the Certificates of Distinction in the lower courses and the Certificate of Proficiency in the final course in each subject.

Satisfactory knowledge of each course is required as the condition of advancement to the next higher in that subject.

**Degrees.** The degrees conferred are Bachelor of Letters (B. Lit.), Bachelor of Arts (A. B.), and Master of Arts (A. M.).

The courses for the degrees of B. Lit. and A. B. are as follows, grades of 80 per cent. being required in all courses of the third and fourth years:

1. COLLEGE COURSES LEADING TO B. LIT.

FIRST YEAR.	Hours per week.	SECOND YEAR.	Hours per week.
English 1.....	3	English 2.....	3
Latin 1.....	3	Latin 2.....	3
Mathematics 1.....	4	French 1.....	3
History 1.....	3	Psychology and Logic.....	3
Music.....	4	Music.....	4
	17		16
THIRD YEAR.	Hours per week.	FOURTH YEAR.	Hours per week.
Ethics and Psychology.....	3	Sociology and Economics.....	3
German 1.....	3	Biology 1.....	3
Chemistry 1.....	3	English Bible.....	5
English Bible 1.....	1	Music.....	1
Music.....	4	Free electives.....	5
Free elective.....	3		
	17		16

2. COLLEGE COURSES LEADING TO A. B.

FIRST YEAR.	Hours per week.	SECOND YEAR.	Hours per week.
English 1.....	3	English 2.....	3
Latin 1.....	3	Latin 2.....	3
Mathematics 1.....	4	Psychology and Logic.....	3
Chemistry 1.....	3	Greek 1, or.....	3
History 1.....	3	French 1.....	
		Biology 1.....	3
	16		15
THIRD YEAR.	Hours per week.	FOURTH YEAR.	Hours per week.
Ethics and Psychology.....	3	Sociology and Economics.....	3
Greek 2 or.....	3	English Bible.....	1
German 1.....		Electives { Prescribed in groups	6
English Bible.....	1	Electives { Free choice.....	5
Electives { Prescribed in groups.	6		
Electives { Free choice.....	3		
	16		15

Also, for either degree, the Introductory Course of Elocution or two years' active membership in one of the literary societies.

## ELECTIVE GROUPS.

Any one of the following Groups may be chosen to fill out the work noted above as elective, nine hours in the third year's work and eleven in the fourth:

## 1. (English leading.)

THIRD YEAR.	Hours.	FOURTH YEAR.	Hours.
English 4.....	3	English 3.....	3
Latin 3.....	3	German 2.....	3
Free choice of student.....	3	Free choice of student.....	5

## 2. (Latin leading.)

Latin 3.....	3	Latin 4.....	3
Greek or French 2.....	3	Greek or English 3.....	3
Free choice of student.....	3	Free choice of student.....	5

## 3. (Modern Languages leading.)

French 2.....	3	French 3.....	3
Philosophy 3.....	3	German 2.....	3
Free choice of student.....	3	Free choice of student.....	5

## 4. (Philosophy leading.)

Philosophy 3.....	3	Philosophy 4.....	3
History 2, or Pedagogy 1.....	3	German 2, or Pedagogy 2.....	3
Free choice of student.....	3	Free choice of student.....	5

## 5. (History leading.)

History 2.....	3	History 3 or 4.....	3
Philosophy 3.....	3	French 2 or German 2.....	3
Free choice of student.....	3	Free choice of student.....	5

## 6. (Mathematics leading.)

Mathematics 2.....	3	Mathematics 3.....	3
Physics 1.....	3	Astronomy.....	3
Free choice of student.....	3	Free choice of student.....	5

## 7. (Chemistry leading.)

Chemistry 2.....	3	Chemistry 3.....	3
Mathematics 2.....	3	Biology 2, or Physics, 1.....	3
Free choice of student.....	3	Free choice of student.....	5

## 8. (General Course.)

Latin 3.....	3	English 3.....	3
Mathematics 2.....	3	Philosophy 3.....	3
Free choice of student.....	3	Free choice of student.....	5

Special substitutions of equivalents may be allowed by vote of the faculty for good reason.

## 3. COURSES LEADING TO A. M.

For this are required:

1. The A. B. Degree.

2. Fifteen hours a week for one year, the work to be selected by the student from advanced courses, and subject to the approval of the faculty. Grades of eighty per cent. are required in this work.

**Other Honors.** I. CERTIFICATE OF DISTINCTION.—A student making eighty per cent. of the examination values in a course below the highest in any subject will receive a Certificate of Distinction in that course.

II. CERTIFICATE OF PROFICIENCY.—A student completing satisfactorily the highest course in any subject will receive a Certificate of Proficiency on that subject.

**Examinations.** There are two examinations, conducted in writing, one at the close of the half-session in January, the other at the close of the session in June. A student who fails to pass an approved examination loses her right to advance to a higher class. Students are required to attend these examinations of their classes, and whenever, for any cause, a special examination is asked for, it must be, if granted, at the expense of the student.

**Reports.** A report of the standing of each student is made to the parent or guardian at the end of every six weeks during the session, and such special remarks will be appended as each case may demand.

**Requirements for Admission.** Boarding students applying for matriculation must be prepared to enter at least three of the literary courses in the "Courses of Instruction" outlined on pages 90 to 118. Those who wish to specialize in Music or Art are required to carry only two literary studies. Day pupils will be accepted for any class or classes for which they are prepared. They are immediately responsible to their parents for the proper employment of their time.



## COURSES OF INSTRUCTION.

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The subjects in which instruction is given in the College are English, Latin, Greek, German, French, Philosophy, Pedagogy, History, Political and Social Science, Mathematics, Physics, Chemistry, \*Geology and Mineralogy, Biology, English Bible, Elocution, Music, Art, and Physical Culture.

In these subjects the following courses of study are offered.

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### I. ENGLISH.

PROFESSOR ARMSTRONG.

MISS BELL.

[To honor the memory of a noble young lady, and to perpetuate her usefulness, this Chair has been endowed and named by her friends "*The Susan Duval Adams Chair of English.*"]

Instruction in this department requires as a basis careful and thorough instruction in grammatical and rhetorical elements. As the wide-spread lack of such preparation often causes serious disappointment to applicants for admission to College courses, the importance of dwelling a sufficient time upon these preliminary studies cannot be too strenuously urged upon preparatory schools. Students preparing to enter College should have large practice in analysis and in composition.

For 1900-1901 four courses are offered in English: one in Rhetoric and Composition, one in Composition and Literature, one in Literature, and one in Language. The first two are required for the degrees of Bachelor of Letters and Bachelor of Arts; the others are required in the English Group, and may be taken as free electives by those who have chosen a different group.

In order to meet the needs of those who have not been able to make full preparation for college, an introductory course of one year is offered. Students desiring to enter a higher class will be required to stand an examination on the subjects taught in the preceding courses.

#### Introductory Year.

FIRST TERM.—Elementary Rhetoric, to Sentence; Rhetorical Parsing; Exercises; Outlines of American Literature. Four times a week.

TEXT—Genung's Outlines of Rhetoric; Instructor's Outlines of Literature; Selections from simple prose.

SECOND TERM.—Elementary Rhetoric: Sentence, Elements of Paragraph and Whole Composition; Review of Diction; Rhetorical Parsing; Exercises; Outlines of English Literature. Four times a week.

TEXT—Genung's Outlines of Rhetoric, and Practical Rhetoric; Instructor's Outline of English Literature; Selections to illustrate style.

FOR REFERENCE—Hill's Foundations of Rhetoric, Clark's Rhetoric; Pancoast's Introduction to Literature (American and English).

Stress is laid in this year upon sentence-relations. Exercises are assigned at least once a week.

### Courses.

1. ADVANCED RHETORIC AND COMPOSITION.—(a) Style, with special attention to structure of the paragraph; (b) Forms of Discourse. This course consists largely of rhetorical analysis of selections illustrating the laws of Style, and of Invention, together with written exercises exemplifying these laws. Three times a week through the year.

Course 1 is open to those who have completed the Introductory work or its equivalent, and is required of all students applying for a degree. The aim of this course is to ground the student thoroughly in the knowledge and practice of the laws of Rhetoric.

2. COMPOSITION AND LITERATURE.—This course continues and develops the work begun in Course 1. Following the paragraph, essay-form is now stressed, and a paper upon a given topic is assigned every week. Material for these papers is found in an extensive course of reading selected from essays, fiction and poetry. As far as possible, works are read as a whole, and are carefully studied to bring out characteristics of style and thought. Attention is directed to ideas beneath the surface, and the student is encouraged to interpret the author's meaning. The year's work is intended to teach how to read as well as how to write. The books to be read are announced at the beginning of each term.

Course 2 is required of all students applying for a degree, and is open to those who have completed Course 1 or its equivalent. Three times a week through the year.

3. LITERATURE.—[Offered for 1900-1901]. (a) Tennyson; (b) The Later English Drama.

4 A. OLD AND MIDDLE ENGLISH.—[Offered for 1901-1902].

4 B. THEORY OF ENGLISH GRAMMAR.—[Offered for 1900–1901]. Special attention will be given to phonology, plural of nouns, pronouns, use of adjectives, tense, modal adverbs, and connectives. Open to those who have completed Course 1. Three times a week through the year.

This course is especially useful to those who expect to teach. As supplementary work, investigation into the origin and history of various forms and constructions will be made under the direction of the professor, and comparisons will be made between the results and corresponding statements in grammars.

For a Certificate of Proficiency in English, Course 1–4 (A or B), must be offered.

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## II. LATIN.

PROFESSOR SHARP.

MISS BROADDUS.

There are in Latin an introductory class and four College courses. Students applying for admission to any class must be prepared to give evidence of sufficient acquaintance with the work of preceding courses. Exercises in translating from English into Latin are required in all the courses at least once a week; also occasional written translations from Latin into English. The Roman or Phonetic method of pronunciation is followed.

The Introductory Class has been organized for the benefit of pupils not far enough advanced for admission to the regular College courses. The requirements for entrance to this class are an accurate knowledge of the Latin forms and inflections, and some experience in translating from Latin into English and from English into Latin.

### Introductory Year.

The class will read four books in Cæsar, and Sallust's Conspiracy of Catiline or selections from Ovid. Four times a week throughout the year.

TEXT-BOOKS—Cæsar's Gallic War (Kelsey, or Allen and Greenough, revised edition); Sallust (Herbermann), or Ovid (Kelsey, or Peck); Gildersleeve's Grammar (latest edition); Prose Composition. History of Rome.

### Courses.

1. The class will read Cicero's Orations and Virgil's *Æneid*. The Dactylic Hexameter is taught by means of written exercises and frequent practice in reading. Careful attention is given to the analysis



of sentences, with application of the rules of syntax. Three times a week throughout the year.

TEXT-BOOKS—Cicero's Orations (Allen and Greenough, or Tunstall); Virgil's *Æneid* (Greenough and Kittredge); Gildersleeve's Grammar (latest edition); Latin Prose Composition.

2. The class will read Livy and Horace. A thorough study is made of the lyric metres used by Horace. Latin Prose Composition weekly. Practice in reading at sight. Three times a week throughout the year.

TEXT-BOOKS—Livy (Greenough or Westcott); Horace (Smith and Greenough; or Page, Palmer and Wilkins); Gildersleeve's Grammar (latest edition); Latin Prose Composition.

3. In this class Tacitus (Selections from the *Annals*), Cicero's Letters and Juvenal will be read. Attention will be given to characteristics of style and deviations from standard usage in Tacitus and Juvenal. History of Latin Literature, with critical and explanatory comments. Exercises in Latin Prose Composition, based on selections made each week from standard authors.

Practice in reading at sight. Three times weekly throughout the year.

TEXT-BOOKS—*Annals* of Tacitus (Allen, or Furneaux); Selected Letters of Cicero (Abbott); Juvenal (Hardy); Mackail's Latin Literature.

4. The texts read in this class will be Cicero de Senectute (Cato Major), *Trinummus* or *Captives* of Plautus, and Pliny's Letters. A critical study will be made of ante-classical, post-classical and colloquial forms and usages. Advanced exercises in Latin Prose Composition will be assigned on the same plan as in the third course.

Practice in reading at sight. Three times weekly throughout the year.

TEXT-BOOKS—Cicero's *Cato Major* (Egbert or Bennett); Plautus (Morris or Lindsay); Selections from Pliny's Letters (Westcott).

5. CLASSICAL LITERATURE.—This course, which is given in English, is offered to students desiring some acquaintance with Latin and Greek Literature. It will comprise an account of the principal writers, with criticism of their works, and interpretation and analysis of their masterpieces, so far as time will permit.

Each student is expected to make an original study, and write a short essay, on some subject connected with the work done in the course.

Twice a week throughout the year. [This course will not be given during 1900-1901].



TEXT-BOOKS—Crutwell's *Roman Literature*; Jevon's *Greek Literature*; [and for reference, works in the College Library.]

History of Rome is elective with Course 5 for Certificate of Proficiency.

### III. GREEK.

PROFESSOR SHARP.

The same methods will be employed as in the courses in Latin. Weekly exercises are required in all the courses.

One year is spent in introductory work. No previous knowledge of the language is necessary for admission, but applicants will be expected to have learned as much Latin as is comprised in the first College course of that subject.

#### Introductory Year.

A thorough study of forms and inflections, with the elements of Greek syntax, will be required in this class. Translation from English into Greek, with careful attention to accent, will form a part of each recitation. Twenty to thirty pages of Xenophon's *Anabasis* will be read. The class meets four times weekly throughout the year.

TEXT-BOOK—White's *First Greek Book*, or an equivalent.

#### Courses.

1. The class meets three times weekly throughout the year. Practice in sight reading. This course is elective with French 1 in the second year of required work for the A. B. degree.

TEXT-BOOKS—Xenophon's *Memorabilia* or *Cyropædia*; Lysias; Homer's *Iliad* or *Odyssey*; Goodwyn's *Grammar*; Greek Prose Composition.

2. Three times weekly throughout the year. Reading at sight. This course is elective with German 1 in the third year of required work for the A. B. degree.

TEXT-BOOKS—Plato's *Apology* and *Crito*; *Medea* or *Alcestis* of Euripides; Thucydides; *History of Greek Literature*; Greek Prose Composition.

3. This class meets three times weekly throughout the year. Practice in reading at sight.

TEXT-BOOKS—Demosthenes, *On the Crown*; Sophocles, *Antigone* or *Œdipus Rex*; New Testament in Greek; Sidgwick's *Greek Prose Composition*.

Course 2 is elective with German 1 in the third year of required work for the A. B. degree, and Course 3 is elective with English 3 for the same degree in the fourth year of the Latin group.

## IV. GERMAN.

PROFESSOR SAUNDERS.

To enable those who have not previously had instruction in German to enter the College course, an Introductory year is provided. In this year forms and elementary syntax are taught, and not less than three hundred pages of easy German are read. Here, as well as subsequently, exercises are written at least once a week, and especial attention is given to making an idiomatic English translation. It is the aim of the College courses, first, to secure thorough knowledge of the syntax and a good vocabulary; next, appreciation of style, and of German life and thought. Students are encouraged to acquaint themselves, as far as possible, with the literature itself.

### Introductory Year.

Pronunciation, forms and fundamental facts of syntax; easy translations and exercises. Four times a week through the year.

TEXTS—Thomas's Practical German Grammar; Whitney's Introductory German Reader; Heyse, *L'Arrabiata*; Zschokke, *Der Zerbrochene Krug*; Buchheim, *Balladen und Romanzen*; v. Hillern, *Höher als die Kirche*; Schiller, *Wilhelm Tell*, *Die Jungfrau von Orleans*.

### Courses.

1. Syntax; Composition; Idiomatic translations. Three times a week through the year.

FIRST HALF-YEAR.—Course for the rapid reading of modern authors: Baumbach, *Der Schwiegersohn*; Scheffel, *Ekkehard*; Freytag, *Die Journalisten*; Sudermann, *Frau Sorge*; Hauptmann, *Die Weber*; Halbe, *Mutter Erde*.

SECOND HALF-YEAR.—Introductory to more extended course of classical reading: Lessing, *Minna von Barnhelm*; Schiller, *Maria Stuart*; Goethe, *Egmont*, *Hermann and Dorothea*.

2. Advanced course in Schiller, Lessing and Goethe. Schiller, *Wallenstein*, with collateral reading in historical prose; Lessing, *Nathan der Weise*, *Laocoon*; Goethe, *Faust* (Parts 1 and 2), *Tasso*, *Iphigenie*, with collateral reading.

3. This course will treat of the spirit of the most recent literary movement in Germany and the radical differences between the Storm and Stress movement of the 18th century, and the Naturalistic Revolt of the present.

TEXT—Lenz; Klinger; Sudermann; Hauptmann; Francke's *Social Forces in German Literature*.

## V. FRENCH.

PROFESSOR SAUNDERS.

MISS PAGE.

The main object of the French courses is to introduce the student to a knowledge of French thought as expressed by the greatest French writers; of French life, as the most vivid of national lives; of French literary style, as a model to all literatures of lucidity and artistic form. Grammar will be taught as necessary to intelligent reading; speaking, as giving an otherwise impossible vividness and naturalness to reading; literature will be stressed as revealing the history of the nation, the social, religious and political life of a great people.

An introductory course in Grammar and in narrative prose-reading will furnish the foundation for the more advanced work of succeeding years. Frequent translations from French into English, as well as from English into French, will be required, as showing the correspondences and differences in structure and idiom of the two languages, and as promoting readiness and accuracy in the use of English.

## Introductory Year.

In this year systematic training is given in pronunciation, on the basis of Grandgent's Grammar and of the best French usage. The grammatical and idiomatic forms of the language are carefully studied in scientific text-books and in the literary material furnished by varied reading.

This course is the equivalent of the entrance requirement, which presupposes not less than six hundred duodecimo pages of 19th century literature selected from the writings of at least five standard authors. Four hours a week.

TEXT—Grandgent's, Whitney's, or Chardenal's Grammar; Super's French Reader; Balzac, Eugénie, Graudet; Halévy, L' Abbé Constantin; Erckmann and Chatrian Madame Thérèse; Mérimée, Colomba; Crane, Tableaux de la Révolution Française. Exercises.

## Courses.

1. The historical study of the literature and language of the 17th century.

TEXTS AND READING—Corneille: *Le Cid*, *Horace*, *Cinna*, *Polyeucte*; Racine: *Athalie*, *Andromaque*, *Phèdre*, *Iphigénie*; Molière *Le Misanthrope*, *Tartuffe*, *Les Précieuses Ridicules*, *Les Femmes Savantes*; Fénelon: *De L' Education des Filles*; La Fontaine: *Fables*; Mme. de Sévigné: *Lettres Choiesies*; La Bruyère: *Les Caractères*; Saint-Simon: *Portraits*; Bossuet: *Oraisons funèbres*; Lanson; Brunetière.

Grammatical analysis and themes during the whole course. Three times weekly for the session.

2. The Romantic Movement in France and its determining foreign influences.

TEXTS AND READING—Lamartine, Victor Hugo, Alfred de Vigny, Alfred de Musset, Gautier, Béranger, Sainte-Beuve, George Sand, Lanson, Brunetière.

Weekly themes during the course. Three times weekly for the session.

3. The Evolution of Realism.

TEXTS AND READING—Balzac; Mèrimée; Edmond and Jules de Goncourt; Dumas, fils; Flaubert; Daudet; Lanson; Brunetière.

Weekly themes. Three times weekly during the session.

4. Latest phases of literature activity. Young France. Parnassians Décadents, Symbolists, Independents.

TEXT AND READING—Lecoute de Lisle, Coppée, Verlaine, Sully Prudhomme; de Hérédia, Barrès, Rod, de Regnier, Loti.

Weekly themes. Three times during the session.

5. Old French.

TEXTS AND READING—Clédât's Grammaire de l' Ancien français; Bartsch's Chrestomathie; Gaston Paris's Littérature française, au moyen âge, La Poésie française au moyen âge; Chanson de Roland (Gaston Paris); Chrétien de Troyes: Yvain, Cligès (Foerster); Aucassin et Nicolette (Suchier).

This course has been arranged with reference to the study of the literature of the Middle Ages. It will deal with the oldest literary monuments of the language, not concerning itself except incidentally with those that have only historical or philological value.

Twice a week during the session.

Students in all these courses have free access to the department library, including such works as Petit de Julleville's Histoire de la Littérature et de la Langue française, Rimbaud's Histoire de la civilisation française, Rimbaud's Civilization Contemporaine, Darmstetter and Hartzfeld's Tableau de la littérature et de la langue au 16me siècle, Nisard, Faguet's Etudes littéraires, Les Grands Ecrivains français, Gaston Paris's La Littérature française au moyen âge, La Poésie française au moyen âge, Lintilhac, Scherer, Sainte-Beuve, etc.



## VI. PHILOSOPHY.

PROFESSOR PARRISH.

MISS CRAIGHILL.

This department includes Psychology, Logic, Ethics and History of Philosophy. The Psychology is taught from the modern standpoint in connection with a well-equipped laboratory. In the required work, the first course of Psychology, to which three hours a week for seven months are given, is intended to secure for the student a good knowledge of the nature of the human mind and the laws of its operations. In the second course, which covers three hours a week for one term, the effort is made to introduce the student to the method of applying these laws in dealing with some of the important experiences of life. There is some discussion of their application to education, but this is general and not technical. The course is one which any woman in any station may take with profit and pleasure. The first course of Ethics is given largely with reference to its application to practical life. The second is theoretical and critical. The courses in Logic and History of Philosophy are intended to assist the students in grasping the conceptions on which all science rests, in coördinating the knowledge gained in other courses of study, and in gaining sufficient acquaintance with the rise and progress of philosophic thought to enable them to be intelligent and discriminating in their attitude toward present theories.

**Courses.**

1. **PSYCHOLOGY AND LOGIC.**—This class meets three times a week throughout the year, and the course is required of all candidates for any degree. The Psychology work includes a brief study of the mental elements and their main compounds. It will consist of textbook work and prescribed readings, supplemented and illustrated by laboratory work on the part of the students and lectures from the professor. The laboratory fee is one dollar and a half for the whole course. A brief course in Logic will occupy the last two months of the year.

TEXT-BOOKS—Titchener's *Outlines of Psychology*; Sanford's *Experimental Psychology*; Creighton's *Elementary Logic*.

2. **APPLIED PSYCHOLOGY AND ETHICS.**—This class meets three times a week throughout the year, and is required of all candidates for a degree. The Psychology of the developing mind will be given the first term. It will include a brief study of the Psychology of childhood and adolescence, and a careful consideration of the applica-

tion of the principles of Psychology to guidance in the formation and cultivation of mental habits. The relation of the school to the home and to society will receive some consideration. No special text-book will be used, but the students will have access to a well-selected library of books and periodicals. There will be lectures by the professor, with prescribed readings, discussions and papers by the students.

The Ethics will be given the last term. It will consist of a brief discussion of the Psychology of the moral life, a short survey and discussion of the various theories of the moral standard, and as much consideration as the time will allow of the application of these principles to the regulation of life, individual and social.

TEXT-BOOK—Mackenzie's Ethics. Reference books: Muirhead, Sidgwick, Mill, Spencer, Dewey and Breen.

3. HISTORY OF PHILOSOPHY.—This course will include a general account of the history of philosophic thought from its origin among the Greeks to the present time. An attempt will be made to show the relation of the various philosophical systems to the scientific thought and general civilization of the periods to which they belong, and to estimate their social and historical significance. The work will consist of lectures by the professor, prescribed readings and essays on the part of the students, together with some text-book study. The class will meet twice a week throughout the year. A third hour will be occupied by a special study of the History of Education, which can be taken separately or in connection with this course.

TEXT-BOOKS—Zeller's Outlines of the History of Greek Philosophy; Royce's Spirit of Modern Philosophy, and supplemented from Fischer, Erdman, Windelband, &c. The most important reading will be from the writings of the great philosophers themselves.

4. ADVANCED PSYCHOLOGY AND ETHICS.—This class will meet three times a week throughout the year. The Psychology will consist of lectures, prescribed readings and laboratory work. There will be a special consideration of attention, apperception, memory, the emotions, instinct, suggestion, and the Psychology of action. There will also be a brief study of the Psychology of sleep, dreams and hypnotism.

The Ethics will consist of a critical survey of ethical theories and a discussion of the bearings of moral standards upon social relations and duties.

Courses 3 and 4 may be taken as a part of the group in which Philosophy leads, or they may be taken by a student working in any

other group as freely elective work. They may also be taken by graduate students.

5. METAPHYSICS.—In this course certain fundamental questions in theoretical philosophy will be studied systematically. The theory of thought and knowledge, Realism and Idealism, Monism and Pluralism, Causation, Teleology, &c., will be considered. A text-book will be used, but the student will be referred to contemporary articles, discussions and lectures. This course may be taken as a free elective for the A. B. degree or by graduate students. The class will meet twice a week throughout the year.

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## VII. PEDAGOGY.

PROFESSOR PARRISH.

MISS CRAIGHILL.

The work of this department is intended, primarily, for students who expect to teach and for teachers already in the field, but several of the courses may be taken with profit by those who do not expect to teach, but wish to gain some acquaintance with the principles of education in order that they may perform, more intelligently, their duties as members of society. Enough practical work is offered to enable young women who expect to teach to be intelligent self-critics and to gain some power and skill in teaching. At one time, professional training was thought necessary for teachers of primary schools only, but it is highly probable that in the near future such training will be required of high school and college teachers also. It is becoming, every year, more and more difficult for inexperienced college graduates without practical and theoretical pedagogy to secure good positions. It is not claimed that the study of Pedagogy can take the place of a thorough knowledge of the subject to be taught, or that it will make good teachers of all persons who take it, but it is believed that a careful study of it will give a degree of efficiency which could be gained otherwise only by years of experience, that it will enable the teacher to avoid experimentation which may be very injurious to the student, and that it will give a basis for growth in excellence not otherwise attainable.

### Courses.

1. ELEMENTARY PEDAGOGY.—(a) *Theoretical*.—This part of Course 1 occupies two meetings a week throughout the year. During the first term, the class will study the History of Education. There will be lectures on oriental and classical systems, but the class will



study closely Socrates and his methods of teaching, as shown in Xenophon's *Memorabilia* and Plato's *Dialogues*. After some further lectures on medieval and renaissance education, the class will study the work of Comenius, Bacon, Rousseau, Pestalozzi, Froebel, Spencer and Herbart. The students will have access to a good pedagogical library, but will be expected to own several books relating to the educators studied. During the second term, the principles of Pedagogy will be studied in their relation to the work of the teacher.

(b) *Practical*.—In this work, the principles of lesson-making, lesson-giving and questioning are especially emphasized, and the students are required to apply these principles, in connection with actual classes, under the criticism of the professor. This part of the work occupies one meeting a week throughout the year.

TEXT-BOOKS—McMurray's *Method of the Recitation*, and Rein's *Outlines of Pedagogics*.

2. (a) PHILOSOPHY OF EDUCATION.—This class meets twice a week throughout the year. It considers the subject of the education standard and its application to the values of the curriculum. It deals also with the principles underlying the organization of the respective disciplines and the psychology of the process of assimilating these subjects.

2. (b) HISTORY OF EDUCATION.—The growth of educational thought will be traced in its relation to the growth of philosophic thought in general, and some of the great educational masterpieces will be studied. The class will meet once a week throughout the year, and may be taken in connection with Course 3 in Philosophy. When that course has already been taken the History of Education may be taken separately or in connection with Course 2 in Pedagogy.

3. SPECIAL METHOD.—In this course there will be a discussion of the selection and adaptation of materials in Geography, History, Literature, Nature Study, Form, Number, etc. The course will be accompanied by systematic observation of primary and grammar grade teaching in a good system of city schools and by as much practice in teaching in these schools as time will allow. The class meets twice a week through the year, and, in addition to this, observation and practice are required.

4. CHILD STUDY.—It is the aim of this course to present the subject of child-study both theoretically and practically. It will include an investigation of the methods and problems of the study, a state-



ment of the results so far reached and as much practical work as the time will allow. The students will have access to a good system of city schools. The College library will contain all the available literature of Child-Study. The class will meet three times a week for the entire year.

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## VIII. HISTORY.

PROFESSOR LATANE.

The courses in History are designed to impart a knowledge of the essential facts of human progress and of the forces that have determined modern civilization. Instruction is given by means of text-books, discussions, topical outlines and oral reports. In the more advanced classes the system of lectures and collateral reading is employed.

The introductory year is required of all students who cannot give evidence upon examination of having done an equivalent amount of work.

For the A. B. degree one year in History is required, usually Course 1, but Course 2 may be substituted by students who have had sufficient training to enable them to pursue it with profit.

### Introductory Year.

ENGLISH AND AMERICAN HISTORY.—During the first half-session the history of the English people is studied with special reference to their social and political development. The second half is devoted to the study of the colonization of America, the modification of English institutions in the new environment, the formation of the Union, and the political history and civil government of the United States. The class meets four hours a week.

TEXT-BOOKS—Montgomery's History of England; Fiske's History of the United States and Civil Government in the United States.

### Courses.

1. CLASSICAL HISTORY.—(a) *Beginnings of Civilization and History of Greece*.—The first five or six weeks of the course are devoted to the study of classical geography and to a rapid survey of the beginnings of civilization in the Euphrates valley and in Egypt. The class then takes up the history of Greece, devoting special attention to her contributions to civilization in the departments of art, literature, philosophy and politics. Students will be required from time to time

to prepare outlines on assigned topics. The class meets three hours a week during the first half-session.

TEXT-BOOKS—Tozer's Classical Geography and Oman's History of Greece.

(b) *History of Rome*.—The work of this course is similar to that of the preceding, except that the chief emphasis is laid on the development of political institutions and legal conceptions. The preparation of topical outlines will be required, as in the preceding course. The class meets three hours a week during the second half-session.

TEXT-BOOKS—Merivale's History of Rome (Puller's Abridgment), and the Epochs of Ancient History, edited by Cox & Sankey.

2. EUROPEAN HISTORY.—(a) *Middle Ages*.—This course is a continuation of later Roman history. It takes as a starting point the struggle between the Roman and the Teuton and ends with the Italian Renaissance. While the general chronology of events is followed, special attention is given to selected topics. The work of the class is not confined to the text-books, which are intended merely as guides, but a wide range of reading is required in such works as Hodgkin's Italy and Her Invaders, Bryce's Holy Roman Empire, Adams's Civilization During the Middle Ages, and Symonds's Renaissance in Italy. The class meets three hours a week during the first half-session.

TEXT-BOOKS—Emerton's Introduction to the Middle Ages and Mediaeval Europe and Symonds's Short History of the Renaissance.

(b) *Modern Times*.—This course embraces the Humanistic Movement in Northern Europe, the Reformation and Thirty Years' War, the Rise of Prussia, the French Revolution, and a rapid survey of European history from the Congress of Vienna to the present day. Instruction is given by means of lectures, papers on assigned topics and collateral reading. The class meets three hours a week during the second half-session.

3. NINETEENTH CENTURY HISTORY.—This course covers the political history of Europe from the overthrow of Napoleon to the present day. A part of the time is given to the principles of historical criticism. Special attention is devoted to international relations and to recent phases of European colonial development. The class meets three hours a week throughout the session. Offered for 1901-1902.

4. COMPARATIVE POLITICS.—This course is a study of the history and theory of government. Special attention is paid to English and American institutions. The class meets three hours a week throughout the session. Offered for 1900-1901.

TEXT-BOOKS—Woodrow Wilson's The State; Bryce's American Commonwealth.

## IX. SOCIOLOGY AND ECONOMICS.

PROFESSOR LATANE.

1. **ELEMENTS OF SOCIOLOGY.**—This course is designed to train young women to look at social phenomena in their wider aspects and thus to prepare them to give intelligent direction to the efforts that are being put forth in every community for the amelioration of social conditions. The first two months of the course are devoted to the systematic study of the more important principles of economics. The general theory of sociology is then taken up as developed in the writings of Spencer, Ward, Small and Giddings. The latter part of the course is devoted to the consideration of practical questions, such as charities and corrections, punishment and reformation, old age pensions and workingmen's insurance, factory legislation, the labor movement, college settlements, labor institutes, tenement-house reform, sanitation, marriage and divorce, and the church in relation to social reform.

The class meets three hours a week throughout the session. This course is required for the A. B. degree.

2. **ELEMENTS OF ECONOMICS.**—The theory of economics is studied under the usual divisions of production, exchange, distribution, and consumption. Special attention is given to practical topics, such as, money and banking, transportation, the tariff, taxation, monopolies, trusts, nationalization of land, and socialism. The class meets three hours a week throughout the session.

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## X. MATHEMATICS.

PROFESSOR PATTILLO.

MISS DULIN.

The instruction offered in this department is designed to develop in the student the power and habit of exact, independent reasoning and of imagination to grasp a complex geometric or other concept, and to give an accurate knowledge of the fundamental ideas and characteristics of each of the chief branches of Pure Mathematics. In presenting the different subjects the attempt is made to cultivate the powers of judgment, insight, and origination, rather than have the student rely too much upon memory.

An introductory course is offered to meet the needs of those who have not made sufficient preparation for college classes. Students who



desire admission to a higher class will be examined on work equivalent to that done in the preceding courses.

### Introductory Year.

(a) ALGEBRA.—An elementary course including Quadratic Equations, Ratio, Proportion, Arithmetical, Geometrical and Harmonical Progressions.

(b). PLANE GEOMETRY.—In this course much of the time will be spent in the demonstration of original propositions and the solution of original problems. Four times a week through the year.

TEXT-BOOKS—Hall and Knight's Algebra for Colleges and Schools; Phillips and Fisher's Elements of Geometry.

### Courses.

1. (a) ADVANCED ALGEBRA.—Beginning with a fuller treatment of ratio, proportion, variation, the three progressions, surds and imaginaries than is given in the introductory course, then will be taken up in order the theory of quadratic equations, permutations and combinations, binomial theorem, logarithms, series, undetermined coefficients, probability, determinants, and the theory of equations.

(b) SOLID GEOMETRY.—Lines and planes in space, dihedral and polyhedral angles, projections, polyhedra, including prisms, pyramids and the regular solids, cylinders, cones, spheres, spherical triangles, and the measurement of surfaces and solids.

(c) PLANE TRIGONOMETRY.—While a careful study will be made of the properties of right and oblique triangles and their solution, much of the time will be devoted to trigonometric analysis.

Four times a week through the year.

TEXT-BOOKS—Hall and Knight's Higher Algebra; Phillips and Fisher's Solid Geometry; Bowser's Treatise on Trigonometry.

2. (a) SPHERICAL TRIGONOMETRY.—This course affords a brief but comprehensive study of right and oblique spherical triangles.

(b) ANALYTIC GEOMETRY.—The conception of a locus having been established, the straight line, the circle, the parabola, the ellipse, the hyperbola, the polar equation of the conic, and the general equation of the second degree are successively taken up; this is followed by an elementary introduction to Solid Geometry.



(c) DIFFERENTIAL AND INTEGRAL CALCULUS.—A study of the elementary principles and applications of the Calculus.

Three times a week through the year.

TEXT-BOOKS—Bowser's Spherical Trigonometry; Loney's Coördinate Geometry; Osborne's Differential and Integral Calculus.

3. (a) INTEGRAL CALCULUS.—This is a continuation of the work given in Course 2, the subject here being treated much more fully.

(b) THEORY OF EQUATIONS.—An advanced course in the general Theory of Equations in which a knowledge of the Calculus will be presupposed. This will include a fuller treatment of determinants than is given in Course 1.

Three times a week through the year.

TEXT-BOOKS—Osborne's Differential and Integral Calculus, supplemented by some other work on Integral Calculus; Burnside and Panton's Theory of Equations.

4. (a) ANALYTIC GEOMETRY OF THREE DIMENSIONS.—The plane, the straight line, quadric surfaces, general theory of surfaces.

(b) DIFFERENTIAL EQUATIONS.—An elementary course devoted mainly to the solution of the simpler ordinary and partial differential equations, with especial attention to Differential Equations occurring in Physics and Astronomy.

Three times a week through the year.

TEXT-BOOKS—C. Smith's Solid Geometry; Murray's Differential Equations.

5. (a) ANALYTIC GEOMETRY.—An advanced course, with an introduction to modern Analytic Geometry.

(b) ADVANCED CALCULUS.—The usual topics of an advanced course will be treated, while many examples taken from problems in Geometry and Physics will be considered.

Three times a week through the year.

TEXT-BOOKS—Salmon's Conic Sections; Williamson's Differential and Integral Calculus.

6. ANALYTICAL MECHANICS.—A mathematical treatment of Analytical statics, Dynamics of a particle, Dynamics of rigid bodies, etc., in which the fundamental equations are developed and many practical problems solved.

Twice a week through the year.

TEXT-BOOKS—Bowser's Analytical Mechanics; or Ziwet's Theoretical Mechanics.

Course 1 is required for the A. B. degree. Courses 2, 3, and 4 are elective for the A. B. degree. Courses 5 and 6 are elective for the A. M. degree.

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## XI. CHEMISTRY.

PROFESSOR MARTIN.

1. **INORGANIC CHEMISTRY.**—This is an elementary but comprehensive course. It embraces all the elements and their most important compounds. The subject is developed from the standpoint of the Periodic Law. Especial attention is given to the demonstration of the fundamental laws of Chemistry, the writing of equations, and the solving of stoichiometric problems. About one hundred and twenty hours are spent in laboratory work. The class meets three times weekly throughout the year. Laboratory fee, five dollars for each half-session.

REFERENCE—Freer's General Chemistry.

2. **QUALITATIVE ANALYSIS.**—This course is based on the modern theory of solutions. It embraces the separation and identification of the common metallic bases and inorganic and organic acids, the observation and mapping of flame and spark spectra with both the direct vision and the reflecting spectroscope, and basic and acid analysis with the blow-pipe. These subjects are studied in the order in which they are mentioned. Care is taken to prevent the acquisition of mechanical methods of working. About one hundred and fifty hours are spent in laboratory work. The class meets three times weekly throughout the year. Laboratory fee, ten dollars for each half-session.

REFERENCES—Fresenius' Qualitative Analysis; Roscoe's Spectrum Analysis; Landauer's Blow-pipe Analysis.

3. **ORGANIC CHEMISTRY.**—This course presents a systematic and comprehensive survey of the hydrocarbons and their compounds. The theoretical basis of the science is emphasized. The subject is presented in lectures, each of which is followed by the laboratory work necessary for its elucidation. Recitation follows immediately upon completion of the laboratory practice. About one hundred and eighty hours are spent in laboratory work. The class meets three times weekly throughout the year. Laboratory fee, ten dollars for each half-session.

TEXTS—Remsen's Organic Chemistry; Orndorff's Laboratory Manual.

REFERENCE—Roscoe and Schorlemmer.

4. QUANTITATIVE ANALYSIS AND HISTORY OF CHEMISTRY.—This course includes gravimetric, volumetric, electrolytic, and colorimetric methods of analysis. The practical work embraces the theory of the balance, double weighing and weighing *in vacuo*; the calibration of thermometers, pipettes, burettes and flasks; the preparation of fractional normal and standard solutions, and reagents; and analyses of salts, minerals, alloys and potable water. About two hundred hours are spent in laboratory work. The class meets three times weekly throughout the year, a suitable portion of the time being devoted to the History of Chemistry. Laboratory fee, ten dollars for each half-session.

REFERENCES—Fresenius' Quantitative Analysis; Clowes' Quantitative Analysis; Ernst von Meyer's History of Chemistry.

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## XII. GEOLOGY AND MINERALOGY.

PROFESSOR MARTIN.

1. GEOLOGY.—This course embraces Physiographic, Lithologic, Dynamic, and Historical Geology, and the Elements of Paleontology. Instruction is given by lectures, laboratory practice, excursions, and recitations. The vicinity of the college abounds in magnificent illustrations of Dynamical Geology. The class meets twice weekly throughout the year. Laboratory fee, one dollar for each half-session.

TEXTS—Dana's Revised Text-book of Geology; Davis' Physical Geography; the Professor's Syllabus.

REFERENCES—Dana's Manual; Reports of the U. S. Geological Survey.

2. MINERALOGY.—This course embraces the Elements of Crystallography, and Determinative and Systematic Mineralogy. Practical work is given in the use of the contact and the reflecting goniometer, the study of crystal models and natural crystals, and the identification of minerals by their physical characteristics and blow-pipe reactions. About sixty of the most important rock-forming minerals are assigned as unknown substances and their classification required. The class meets twice weekly throughout the year. Laboratory fee, five dollars for each half-session.

TEXTS—Williams' Elements of Crystallography; Brush's Determinative Mineralogy; Dana's Manual of Mineralogy.

### XIII. PHYSICS.

PROFESSOR RIDDICK.

COURSES.

#### Introductory Year.

**ELEMENTS OF PHYSICS.**—This course consists of recitations from a standard text and a series of several hundred experiments by the instructor. After the students have become thoroughly grounded in the principles of the science they are assigned desks in the laboratory and given a number of experimental problems of a quantitative character which involve considerable accuracy in measuring and weighing. Each student keeps notes on this work. From time to time the note-books are inspected by the instructor, and at stated periods the pupils are rigorously questioned on the methods employed and the principles involved.

The class recites three times weekly throughout the year. Two periods of each week are devoted to laboratory work. Laboratory fee one dollar for each half-session.

Non-experimental physics pursued elsewhere cannot be accepted as an equivalent for this course.

**TEXTS**—Gage's Elements of Physics; Hall's Lessons.

**1. GENERAL PHYSICS.**—This course embraces a general treatment of mechanics, sound, light, heat, magnetism, and electricity. Two periods of each week throughout the year are devoted to lecture and recitation, and four periods weekly are spent in laboratory practice. Students taking this course must have completed Chemistry 1, and Trigonometry. Laboratory fee, five dollars for each half-session.

The class devotes a suitable part of the time during the second half-session to Descriptive Astronomy.

**TEXTS**—Carhart's University Physics; Sabine's Laboratory Manual; Newcomb and Holden's Astronomy.

### XIV. BIOLOGY.

PROFESSOR RIDDICK.

COURSES.

**1. (a) PHYSIOLOGY.**—The class recites twice weekly throughout the first half-session. Two periods of each week are devoted to labor-



atory work. Introductory Physics and Chemistry 1 are prerequisites. Laboratory fee, two dollars.

TEXTS—Martin's Human Body and Laboratory Manual.

(b) BOTANY.—The class recites twice weekly throughout the second half-session. Two periods each week are devoted to laboratory work. Laboratory fee, one dollar.

TEXTS—Bessey's Botany; Gray's Manual.

2. GENERAL BIOLOGY.—This course is devoted to the study of life in the order of logical development. A few representative species of both types of life are studied minutely. The student is expected to master the technique of the compound microscope, the hardening, sectioning, and staining of tissues, and the mounting of slides. Two periods of each week throughout the year are devoted to lecture and recitation, and four periods weekly are spent in laboratory practice. Course 1 is a prerequisite. Laboratory fee, five dollars for each half-session.

## XV. BIBLE HISTORY.

REV. R. M. SAUNDERS.

### COURSES.

1. (a) Old Testament. Once a week through the entire year.

(b) New Testament. Once a week through the entire year.

Lectures will be given through the entire course.

TEXT.—The English Bible with references, concordance and maps. Blaikie's Manual of Bible History in connection with the General History of the World (New Edition, Revised and Enlarged). Fisher's Beginnings of Christianity.

REFERENCE BOOKS (in College Library).—Commentaries on the Bible. Smith's Bible Dictionary (New Edition). Histories: Chaldea, Assyria, Egypt, Palestine, &c. McCurdy's History, Prophecy, and the Monuments, or Israel and the Nations.

2. Early Church History. Twice a week through the year. Lectures and selected reference books.

Course 1 is required for all degrees.

## XVI. ELOCUTION.

MISS BALLOU.

## I. GENERAL.

Every student in the College may have practical instruction in Elocution in class free of charge, and all are encouraged to avail themselves of the opportunity.

Elocution is taken to mean the "simple, genuine, unfettered expression of a human soul," and this ideal is constantly kept before the pupil's mind. The course aims to cultivate the voice for speaking, reading and recitation; to develop the power to grasp printed thought with facility and give it cultured and yet natural expression; to develop the imagination and the ability to interpret intelligently and sympathetically.

## COURSES.

COURSE 1.—Philosophy of the voice; breathing and vocal exercises; posture; drill in the elementary sounds and in articulation; voice culture, for quality, power, resonance, flexibility and tone color. Study of the principles underlying expression; illustrative extracts; practical application to all selections studied. Study from an elocutionary standpoint of various styles of composition—narrative, descriptive, didactic, humorous, etc. Analysis and rendition of standard prose and poetry. Analysis and criticism, rather than imitation, are the methods employed, as these afford mental discipline and give opportunity for the cultivation of taste and judgment. One period a week.

TEXT-BOOKS.—Brooks' Elocution and Reading; Teacher's Notes; Supplementary Selections.

## II. SPECIAL.

The work covers the various elements of voice and expression. Study enumerated under Course 1, with the addition of voice hygiene, dramatic analysis, character study and gesture. These elements are studied with special reference to the defects and powers of the individual. The selections used are taken from English and American literature. Only material of real worth and literary merit is considered desirable, as the instruction aims at culture, not superficial accomplishment. Two half-hour lessons a week.

## XVII. MUSIC.

PROFESSORS DAVIS, SCHEHLMANN AND ADAMS, MR. OTTAIANO,  
MISSES SHARP AND MAPP.

This department will provide instruction both practical and theoretical in theory, history, piano, organ, violin, solo singing, choral and sight singing, and methods of teaching music.

Music is an elective study. Students completing the courses in either piano, organ, or vocal music will receive a Certificate of Proficiency from the Department of Music.

The four courses in Theory are required for completion of either instrumental or vocal courses. All students of music, instrumental or vocal, will be required to take the introductory year in Theory, unless excused after examination.

Students in the vocal course will be required to pass the examination in Piano Course 2 before certificate will be given. College courses in music are counted on the degree of Bachelor of Letters and the certificate of Proficiency is credited on the Master of Arts degree.

Students who specialize in music will be required to take two college studies in the academic departments. Half-courses are offered for those whose literary studies do not leave full time for music. In music as in other subjects, students enter the courses for which they are prepared.

A special course in the art of teaching music is offered.

Examinations are given twice a year and students are advanced as rapidly as possible. Each course is designed to cover one year's time, but if a student has time for extra practice, or learns rapidly, she will be advanced at any time to the course her progress entitles her to enter; if she falls below the work required in amount or excellence, she will not be advanced until the deficiency is made up. The introductory courses are arranged for students whose training has been deficient.

Students receive both private and class lessons. Musicales and lectures will be given frequently.

For terms, see pages 120-121.

# I. PIANOFORTE.

PROFESSOR DAVIS.

PROFESSOR ADAMS.

MISS SHARP.

MISS MAPP.

This department is under the direct supervision of Professor Davis.

Students must be familiar with correct phrasing, staccato and legato touch, the ordinary signs used in music, and their application, and have some technical proficiency before Course 1 can be taken.

An Introductory Course is arranged for all who require it.

## Courses.

1. Students who take this course will have technical studies to develop touch, finger, and wrist action; scales and arpeggios in various forms; studies and sonates by such composers as Czerny, Clementi, Loeschorn, Kuhlman, or equivalent. Two lessons a week (one class and one private) and two periods of daily practice through the year.

2. Continued study of scales and arpeggios; studies and sonates by Clementi, Heller, Mozart, Haydn, Mendelssohn, Bach, selections from Mathew's Graded Studies, etc. Two lessons a week (one class and one private) and two periods of daily practice through the year.

3. Scales in double thirds and sixths; arpeggio, trill, and wrist studies; selections from Bach Inventions; Clementi, Cramer, and Loeschorn studies; Mathew's Graded Studies, Beethoven Sonates, Schubert, Schumann, Chopin, and other classic composers. Two lessons a week (one class and one private) and two periods daily practice through the year.

4. This course is a perfecting of all the previous courses. More difficult technical studies will be required, and larger, more important works by the best composers will be studied. No student can complete this course until a thorough knowledge of the best music for the pianoforte has been acquired, with sufficient mastery of technique to interpret such works with intelligence. In Course 4 attention will be given to four and eight hand arrangements for the pianoforte of symphonies and other compositions for orchestra. Two lessons a week (both private) and two periods of daily practice through the year.

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# III. VOCAL MUSIC.

PROFESSOR SCHEHLMANN.

MISS MAPP.

Instruction in vocal music will be given in private and class lessons. Courses are offered in solo singing, sight singing and chorus practice.



Students are expected to have some knowledge of the rudiments of music, and ability to read simple music before taking Course 1.

### SOLO SINGING.

#### Courses.

1. Lessons in breathing and production of tone; development of registers; beginning of the study of *Messa di Voce*; intervals without portamento; roulades in slow movements; easy solfeggio, and exercises by Concone and Ponofka, with songs by Abt, Gumbert, Sullivan, Cowen, etc. Two lessons a week (both private) and one period of daily practice through the year.

2. Study of intervals with portamento, diatonic and chromatic scales in slow movement; arpeggios and studies by Bordogni. English ballads and sacred music. Two lessons a week (both private) and one period of daily practice through the year.

3. Study of major and minor scales, arpeggios, turns and trills in rapid movement; difficult studies by Seiber and Marchesi. English, French, German and Italian songs. Oratorio and church music.

Two lessons a week (both private) and one period of daily practice through the year.

4. Study of major and minor scales with increased rapidity of execution; arias and cavatinas from French, German and Italian operas. Songs from classic writers, viz.: Greig, Lassen, Jensen, Franz, Rubinstein, Schubert, Schumann, etc. Theory and practice of accompaniment. All students who complete Course 4 must pass the examinations required in Course 2 of pianoforte playing, and such examinations as the professor of vocal music may require in sight singing and chorus practice.

### SIGHT SINGING.

All students of vocal music are required to sing in the sight singing class, unless excused for special reasons. It is preparatory to the chorus class, and is indispensable to students beginning vocal music.

Practice in sight singing does much to develop the sense of rhythm and harmony. All students of music are strongly urged to enter this class. Two lessons a week for two years.

### CHORUS CLASS.

This class is open to students who pass the examination required by

the professor of vocal music. All vocal students are expected to sing in this class, which meets once a week through the year.

This class is in two divisions, viz.:

1. Female chorus.
2. Chorus of mixed voices in conjunction with the Concordia Glee Club, of Lynchburg.

The first division will study choral works for female voices by the best composers, Mendelssohn, Schumann, Rubinstein, etc. The second division will study the best choral works for mixed voices. An unusual opportunity is thus afforded students to become familiar with some of the larger works for mixed voices.

### **Marchesi Class.**

A new feature of the vocal work is the "Marchesi Class." It is a general belief that private instruction gives the best and quickest results. This in many instances is true; however, the ambitious and endowed student, who knows how much can be gained by observation, will see the advantage of being in class with others of equal knowledge and natural endowment.

Marchesi teaches exclusively in this way: The students observe classmates, their faults, corrections, etc. We advise, however, only the vocally as well as musically endowed to enter this class. Two lessons a week (full hour) through the year, and usual time for practice.

## **IV. ORGAN.**

PROFESSOR ADAMS.

A carefully arranged course in organ music is offered students. A large Mason & Hamlin organ, with two manuals and full set of pedals, is accessible to students for practice at the College. A pipe-organ is available for more advanced students. Two lessons a week and such practice as the student requires. As a rule, this course covers four years.

## **V. VIOLIN.**

MR. OTTAIANO.

Instruction on the violin will be given in private or class lessons. A systematic course is followed. Two lessons a week and such practice as the student requires. As a rule, this course covers four years.

## VI. STUDENTS' HALF-COURSE.

Students whose academic studies prevent their taking full work in music, but who desire to keep up and add to their knowledge and skill, can take one lesson each week, with one period daily practice.

## VII. TEACHERS' COURSE.

For those who wish to prepare to teach music, the combination of Psychology and Pedagogy with Music offers marked advantages:

1. The student will be taught music in the newest and best approved methods.
2. She will be taught how to instruct scientifically, both by precept and example.
3. Instruction in collateral subjects, the knowledge of which is essential to the highest excellence, is at hand to add the stamp of rounded culture. We deem this of special importance.
4. The musicales and lectures furnish valuable information to students, give experience of playing before an audience, and a practical knowledge of the best music, both classic and modern.

## VIII. THEORY.

PROFESSOR DAVIS.

MISS SHARP.

An introductory course of one year is offered, and students will be required to pass a satisfactory examination before taking Course 1.

### Introductory Year.

The history of notation; formation of intervals; origin and development of scales and simple harmonic chords; relationship of keys; a general survey with illustration at keyboard of rhythm, tempo, marks of expression, use of pedals, phrasing, and melodic embellishments.

Twice a week through the year.

### Courses.

1. HARMONY.—This course includes a thorough treatment of intervals; the principal consonant and dissonant chords in their relation to harmonic progression; modulation to related keys; the use of passing notes and suspensions; the harmonizing of a given theme, or a figured bass; practical work at keyboard and in written exercises. Twice a week through the year.

2. **ADVANCED HARMONY AND COUNTERPOINT.**—A continuation of Course 1, with an enlarged development of dissonant combinations. Use of the pedal note, unrelated tones, and harmonic sequences as applied in harmonizing a given theme, and in original exercises. Harmonic counterpoint; harmonic accompaniment; practical work at keyboard and in written exercises. Twice a week through the year. This course is open to students who have completed Course 1.

3. **HISTORY OF MUSIC.**—This course will give a general survey of the subject. Ancient and Greek music; the music of the early Christian Age; the development of Counterpoint and Polyphonic music; Luther's Reformation; the Italian, French, and German opera; the Oratorio; the development of Instrumental music; the great Art Forms; biographies of the great composers. Twice a week through the year.

This course is open to all College students, but students are advised to take Courses 1 and 2 in Theory before taking Course 3.

4. **COUNTERPOINT, FORM, AND ANALYSIS.**—This course is a development of work begun in Course 2, and includes more advanced work in Counterpoint, with thematic, rhythmic and harmonic analysis of compositions by the best composers of the classic and romantic periods. Twice a week through the year. This course can be taken after Course 2, but will be of greater benefit to students who also take Course 3 before beginning Course 4.

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## XVII. ART.

PROFESSOR SMITH.

The purpose of the School of Art is not only to give students a knowledge of drawing and painting, but to develop their power of observation and appreciation of the true and the beautiful. The time of the student is devoted to the study of the principles that underlie all true work in art, and their application in well-graded exercises. It is not diverted to making decorations. The method is the same as that used now in the best art schools, such as the Art Students' League, of New York, and the Académie Julian, in Paris, France, in which city the instructor studied art five years.

### Introductory.

A course of free hand drawing, in which the principles of correct drawing are taught and exemplified, is offered free of extra charge to students taking three literary courses.



### Courses.

A. THEORETICAL.—1. A lecture course on the History of Art is given one hour weekly, elective in A. B. degree groups for all students, without extra charge.

B. TECHNICAL.—For those seeking technical excellence, the following courses are offered. For terms, see pages 120–121:

1. Drawing from objects and casts.
2. Drawing from casts—heads, busts, full-lengths and life.
3. Drawing heads from life, draped models. Painting from still-life. Composition. Sketching.
4. Drawing from life. Painting from still-life. Composition. Out-door sketching.
- 5 and 6. Painting from life. Composition. Outdoor sketching.

A sketch class meets weekly during the entire year, doing rapid pen or pencil sketching from life, indoors during the winter, and out-door landscape sketching during the season suitable for such work. All art students are members of this class without extra charge. It is designed as preparatory to illustrative drawing.

Memory-sketching is used to strengthen the habit of close attention to the daily subject in hand.

Painting may be done either in oils or in water colors.

A course in pastel and miniature painting is offered.

## SCHEDULE OF DAILY RECITATIONS.

PERIODS.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
<i>First.</i>	English Bible.	Mathematics, 1. Greek (Intro.). Physics (Intro.).	Mathematics, 1. Physics (Intro.). (Lab.).	Greek (Intro.). Physics (Intro.).	Mathematics, 1. Greek (Intro.). Physics (Intro.).	Mathematics, 1. Greek (Intro.). Physics (Intro.). (Lab.).
<i>Second.</i>	Latin, 1. Ethics & Psychology French (Intro.).	Latin, 2. Sociology. French (Intro.).	Latin, 1. Ethics & Psychology	Latin, 2. Sociology. French (Intro.).	Latin, 1. Ethics & Psychology	Latin, 2. Sociology. French (Intro.).
<i>Third.</i>	English, 2.	English, 1. German, 1. Greek, 2. Latin (Intro.).	English, 2.	English, 1. German, 1. Greek, 2.	English, 2.	English, 1. German, 1. Greek, 2.
<i>Fourth.</i>	Psychology, 1 (Lab.) English (Intro.).	French, 1. Greek, 1. English (Intro.).	Psychol. 1 & Logic. English (Intro.).	French, 1. Greek, 1.	Psychol. 1 & Logic. English (Intro.).	French, 1. Greek, 1.
<i>Fifth.</i>	History, 1. Psychology, 1 (Lab.) German (Intro.).	German (Intro.).	History, 1.		History, 1.	German (Intro.).
	Dinner.	Dinner.	Dinner.	Dinner.	Dinner.	Dinner.
<i>Sixth.</i>		Chemistry, 1. Biology, 1. Mathematics (Intro.).	Chemistry, 1. Biology, 1.	Chemistry, 1. Biology, 1.	Mathematics (Intro.).	Chemistry, 1. Biology, 1. Mathematics (Intro.).
<i>Seventh.</i>		Chemistry, 1. Biology, 1. History (Intro.).	History (Intro.).	Chemistry, 1. Biology, 1. History (Intro.).	History (Intro.).	Chemistry, 1. Biology, 1.

## EXPENSES FOR HALF-SESSION.

## I. For Literary Courses:

Matriculation.....	\$ 7 50
Tuition in three or more courses.....	37 50
Tuition in two courses (for those specializing in Music or Art)..	25 00
Board, including fuel, lights, laundry, gymnasium and medical attendance.....	80 00

*Note*—Students taking laboratory courses in Chemistry or Biology pay a laboratory fee of \$5.00 for material and use of apparatus. The laboratory fee in Physics or Psychology is \$1.

## II. For Music:

	<i>Half-Course.</i>	<i>Full Course.</i>
<i>Piano</i> : Introductory course.....	\$10 00	\$18 00
Course 1.....	12 00	22 50
Course 2 or 3.....	15 00	27 50
Course 4.....	18 00	32 50
Use of piano one period (50 minutes) daily..	3 00	—
Use of piano two periods daily.....		5 00
<i>Violin</i> .....		30 00
<i>Vocal</i> : Course 1 or 2 with assistant.....		25 00
Course 1 or 2 with professor.....		32 50
Course 3 or 4.....		32 50
Marchesi Class.....		20 00
Sight Singing.....		5 00
Chorus.....		5 00
<i>Theory</i> : Introductory Course.....		5 00
Course 1 or 2.....		10 00
Course 3 or 4.....		15 00

## III. For Art: According to advancement.


1. Courses 1 and 2.....	\$15 00
2. Courses 3 and 4.....	20 00
3. Courses 5 and 6.....	25 00

*Note*—Students devoting double time to Music or Art are required to take only two literary courses, for which the tuition fees are \$25.00

## IV. Special Elocution..... 20 00

V. Laboratory fees for material and use of apparatus in Chemistry or Biology.....	5 00
In Physics or Psychology.....	1 00

All college fees are due the first day of each half-session.

 The proportionate part of board alone will be refunded when students leave through necessity. Should a student withdraw at our instance, the proportionate part of all fees will be refunded. In no other case will any reimbursement be made.

## SUMMARY.

From the above it will be seen that the cost of the courses most usually taken is as follows:

I. For students taking the full literary course :

Tuition and Matriculation.....	\$ 45 00
Board .....	80 00
Total.....	\$125 00

To this add laboratory fee of \$1.00 to \$5.00, as above,  
if student takes Chemistry, Biology, Physics or  
Psychology.

II. For students who add half-Music to the literary course :

Literary course with board as above .....	\$125 00—\$125 00
Half music, according to advancement.....	12 00— 18 00
Use of piano one period daily.....	3 00— 3 00
Theory according to advancement.....	5 00— 10 00
Total.....	\$145 00—\$156 00

III. For students taking three or four literary subjects and  
full course of music :

Literary course with board as above .....	\$125 00—\$125 00
Music, according to advancement.....	22 50— 32 50
Theory, according to advancement.....	5 00— 10 00
Use of piano two periods daily.....	5 00— 5 00
Total.....	\$157 50—\$172 50

IV. For students specializing in advanced Instrumental Music :

Literary course—two subjects, with board .....	\$112 50—\$112 50
Music, according to advancement.....	32 50— 47 50
Use of Piano three periods daily.....	10 00— 10 00
Total .....	\$155 00—\$170 00

V. For students specializing in Art :

Literary course—two subjects with board.....	\$112 50—\$112 50
Art, according to advancement.....	15 00— 25 00
Total.....	\$127 50—\$137 50

The cost of any proposed course will be given upon application.

FURNITURE.—The College supplies the students' rooms with bedstead, bureau, wardrobe, washstand, chairs, mattress, pillows and



crockery. Each student should bring with her sheets, blankets, a counterpane, pillow-cases (size 36x24 inches) and towels; also one dozen napkins, her own marked napkin-ring, and any other articles of use or ornament desired for her room, such as knife, fork and spoon, pictures, etc. The rooms are finished with mouldings for hanging pictures.

LAUNDRY.—Each student is entitled to the washing of twenty *plain* pieces a week. Students can have extra pieces washed by paying for them at laundry rates.

No article will be received for the laundry which is not plainly and indelibly marked.

## TO THE WISE PHILANTHROPIST.

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The friends of the higher education of woman are earnestly requested to consider the claims of Randolph-Macon Woman's College upon their generosity. It has laid the foundation of a true college for women, broad and deep. Sufficient endowment has been secured to assure its permanence. To this benefactors may add with confidence that their gifts will not be wasted. Each contribution is made more effective by those that have preceded it, and in turn enhances their value. We ask for (1) \$100,000 additional endowment; (2) one hundred scholarships of \$100 each to aid needy and deserving students; (3) \$10,000 for additions to library and apparatus. Will not the friends of education in the South build upon this foundation a worthy colleague of the colleges for women in the North, equalling them in facilities for culture, while preserving the Southern type of womanhood.

Correspondence concerning donations should be addressed to the President. Devises and bequests should read:

"I give and bequeath to the Trustees of Randolph-Macon College, for the benefit of Randolph-Macon Woman's College," &c.

## CALENDAR.

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### COMMENCEMENT EXERCISES, JUNE, 1900.

Sunday, June 10th, 11 A. M., Baccalaureate sermon by Rev. W. V. Tudor, D. D., of Richmond, Va.

Monday, June 11th, 8.30 P. M., Class-Day Exercises.

Tuesday, June 12th, 8.30 P. M., Concert.

Wednesday, June 13th, 8.30 P. M., Alumnæ Celebration; address by Miss Edith S. Blackwell.

Thursday, June 14th, 10 A. M., Commencement Exercises; address by Professor Thomas R. Price, LL. D., of New York city.

8.30 P. M., Annual Celebration of the Franklin Literary Society; address by Miss Alice N. Littleton.

### FOR SESSION OF 1900-1901.

Session begins Thursday, September 13th, 1900.

First term ends and second term begins Thursday, January 31st, 1901.

Session closes Thursday, June 13th, 1901.







RANDOLPH-MACON INSTITUTE, DANVILLE, VA.

CATALOGUE

OF

RANDOLPH-MACON INSTITUTE

DANVILLE, VA.

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*THIRD SESSION.*

1899-1900.

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ANNOUNCEMENTS FOR

1900-1901.



## OFFICERS OF INSTRUCTION AND ADMINISTRATION.

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PRINCIPAL :

WILLIAM HOLMES DAVIS, A. B.

---

CHRISTINE BURNS,  
*History, Latin.*

ESTEN JENNINGS, A. M.,  
*Science.*

ELOISE RICHARDSON, A. B.,  
*Mathematics.*

ADA EDMONDS MAPP,  
*English.*

WILLIAM HOLMES DAVIS, A. B.,  
*Modern Languages, Latin.*

ELIZABETH GISH,  
*Preparatory Department.*

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MARTHA BURMEISTER,  
*Music.*

DAKOTA GUERRANT,  
*Piano.*

ELEANOR FOOTE BLACKWELL,  
*Art.*

JESSIE CONSTANCE NEAD,  
*Voice.*

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SALLIE FORREST HOLMES,  
*Matron.*



## MATRICULATES.

NAME.	PARENT OR GUARDIAN.	STATE.
Allen, Mary Elizabeth.....	John J. Allen.....	Virginia
Allen, Rebecca Jeter.....	John J. Allen.....	Virginia
Bass, Annie.....	T. M. Bass.....	Virginia
Barksdale, Sallie Ruth.....	B. Barksdale.....	Virginia
Bendall, Frances Archer.....	R. A. Bendall.....	Virginia
Berkley, Annie Churchhill.....	L. C. Berkley, Jr.....	Virginia
Bethell, Marie Hunter.....	James W. Bethell.....	Virginia
Boisseau, Edna Virginia.....	P. H. Boisseau.....	Virginia
Boisseau, Mary Wicks.....	P. H. Boisseau.....	Virginia
Bouldin, Fannie Herbert.....	E. E. Bouldin.....	Virginia
Bouldin, Hattie Lewis.....	E. E. Bouldin.....	Virginia
Boney, Laurie May.....	R. K. Boney.....	Louisiana
Bransford, Daisy Leigh.....	Rev. L. P. Bransford.....	Virginia
Bransford, Lucy Kate.....	Rev. L. P. Bransford.....	Virginia
Broughton, Ethel Lee.....	W. T. Broughton.....	Virginia
Brown, Ethel Ashlin.....	W. N. Brown.....	Virginia
Brydon, Ellen Dame.....	Robert Brydon.....	Virginia
Burgess, Beulah Eleanor.....	J. A. Burgess.....	Virginia
Burgess, Carrie Elizabeth.....	J. A. Burgess.....	Virginia
Carter, Annie Redd.....	John W. Carter.....	Virginia
Carter, Elizabeth Dickenson.....	J. T. Carter.....	Virginia
Carter, Mary Anthony.....	Rufus Carter.....	Virginia
Cole, Julia Louise.....	Mrs. M. C. Worsham.....	Virginia
Conroy, Theresa Ernestine.....	Mrs. Constance Conroy.....	Virginia
Cooper, Bessie Blume.....	Rev. W. A. Cooper.....	Virginia
Cosby, Lucy Virginia.....	Mrs. C. M. Cosby.....	Virginia
Cosby, Wilmoth Riley.....	Mrs. C. M. Cosby.....	Virginia
Crute, Birdie Eula.....	Mrs. S. A. Crute.....	Virginia
Dixon, Blanche Evaline.....	E. W. Dixon.....	Virginia
Eanes, Marion Guerrant.....	H. O. Eanes.....	Virginia
Farrar, Mary.....	J. W. D. Farrar.....	Virginia
Fitts, Agnes Morton.....	Col. S. B. Fitts.....	Virginia
Fitzgerald, Mary Anderson.....	N. A. Fitzgerald.....	Virginia
Flaherty, Lucy Shields.....	J. W. Flaherty.....	Virginia
Green, Nellie Rives.....	Judge Berryman Green.....	Virginia
Hairston, Elizabeth Lash.....	W. L. Hairston.....	Virginia
Hairston, Laura Hughes.....	W. L. Hairston.....	Virginia
Hampson, Susie Cox.....	H. C. Hampson.....	Arkansas
Hancock, Lizzie.....	James Hancock.....	Virginia
Hardy, Minnie Margaret.....	J. R. Hardy.....	West Virginia
Harvie, Martha.....	Dr. L. E. Harvie.....	Virginia
Harvie, Janie Meade.....	Dr. L. E. Harvie.....	Virginia

NAME.	PARENT OR GUARDIAN.	STATE.
Haskins, May.....	Mrs. Geo. W. Swain .....	Virginia
Hawthorne, Lizzie Lee.....	J. C. Hawthorne .....	Virginia
Hodnett, Pricie Nowlin.....	W. P. Hodnett.....	Virginia
Hughes, Georgiana.....	Mrs. Fannie Thomas.....	Virginia
Hunter, Mary Christine.....	C. H. Hunter .....	North Carolina
Jones, Agnes Dillard .....	E. K. Jones .....	Virginia
Jones, Grace.....	E. K. Jones.....	Virginia
Jordan, Margaret Campbell.....	M. P. Jordan.. ..	Virginia
Kerns, Ruby Trevilian.....	H. O. Kerns.....	Virginia
Koons, Mrs. H. E.....	Dr. H. E. Koons.....	Virginia
Leary, Harriet W.....	David W. Leary.....	Virginia
Ledbetter, Frances Maud.....	Rev. B. E. Ledbetter .....	Virginia
Marable, Sudie .....	.....	Virginia
McMath, Mamie Dunton.....	S. R. Blote.....	Virginia
Millner, Christine.....	Samuel Millner.....	Virginia
Orgain, Lucy Lee.....	Theo. Orgain.....	.....
Parham, Gracie Allfriend.....	E. T. Parham.....	Virginia
Parker, Mary Sue .....	Geo. H. Parker .....	Virginia
Parrish, Alice Toomer.....	Mrs. James Parrish.....	Virginia
Patterson, Ida Belle.....	S. F. Patterson.....	Virginia
Patterson, Mary Finley .....	S. F. Patterson.....	Virginia
Patton, Blanche Lacy.....	Mrs. J. Allen Patton.....	Virginia
Patton, Katharine Ross.....	Mrs. J. Allen Patton.....	Virginia
Payne, Crimora Yancey.....	John W. Payne.....	Virginia
Peatross, Anne Lisbeth .....	R. W. Peatross.....	Virginia
Potts, Addie May .....	Rev. T. N. Potts.....	Virginia
Riffe, Elinor Johnson.....	J. A. Riffe.....	West Virginia
Rison, Kathryn.....	J. F. Rison.....	Virginia
Robertson, Mary Genevieve.....	Mrs. A. C. Robertson .....	Virginia
Robinson, India Mabel.....	Dr. W. L. Robinson.....	Virginia
Schoolfield, Kittie Bland.....	R. A. Schoolfield.....	Virginia
Scott, Jennie Kirkpatrick .....	Mrs. J. L. Beck.....	Virginia
Shuff, Carolyn Wood.....	Mrs. F. W. Shuff.....	Virginia
Simpson, Janie Blanche.....	Rev. T. McN. Simpson.....	Virginia
Simpson, Mary.....	Rev. T. McN. Simpson .....	Virginia
Smith, Eva Minor.....	D. L. Smith.....	Virginia
Smith, Susie Pocahontas .....	D. L. Smith .....	Virginia
Smith, Julia Margaret.....	J. A. Smith.....	Virginia
Stokes, Agnes.....	E. C. Stokes....	Virginia
Strange, Willard.....	W. O. Strange .....	Virginia
Swain, Gracie Lynn. ....	George W. Swain.....	Virginia
Spencer, Mary Catherine.....	Rev. J. A. Spencer.....	Virginia
Taylor, Rosa Lucine.....	Rev. Travis J. Taylor.....	Virginia
Watson, Bessie.....	.....	Virginia
Wemple, Lily .....	O. Wemple.....	Virginia
Williams, Mary Kinney.....	J. M. Williams.....	Virginia
Winstead, Mamie.....	Mrs. B. L. Winstead.....	North Carolina
Withers, Anna Gertrude .....	Mrs. E. B. Withers.....	Virginia
Wright, Minnie Richardson .....	Rev. W. P. Wright.....	Virginia
Yates, Augusta Pearl.....	John R. Yates.....	Virginia

## ANNOUNCEMENTS.

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### GENERAL INFORMATION.

**Co-operation.** The school solicits the patronage of no one who lacks confidence in its ability to direct aright. The Principal regards every student as a sacred trust, and he is unwilling to undertake the training of any young woman whose parents or guardians cannot give him their confidence. In order to do the greatest good, the student must be made to feel this confidence. The school and the home must co-operate.

**Field.** The Institute is the stepping-stone between the dependent life at home and the independent life in the world, and its peculiar work is the strengthening of the character and the formation of habit. It wishes to take the training of the Christian mother and apply this to practical life. Prompt and systematic discharge of duty is believed to be necessary for the most useful life. There is no such thing as a little duty. It is necessary to have a thorough, genuine course of study, but more necessary to lay the foundation for a genuine life. The usefulness of an institution depends not upon the course of instruction as outlined in the catalogue, but upon the way in which the instruction is given.

**History.** The corporators of the Danville College for Young Ladies, assisted by other friends of education, have presented to the Randolph-Macon Board, free from all incumbrance, the excellent buildings of that institution for the purpose of establishing an Institute for the academic education of girls and young ladies in the usual subjects of a good seminary, and to prepare those who shall be able to prosecute their education further, for advanced classes of the Randolph-Macon Woman's College or any such institution. Considering that this work would be valuable in itself, and that it would constitute a logical extension of the Randolph-Macon system by providing an institution occupying a similar relation to the Woman's College, as is sustained by the Academies to the College at Ashland, the Trustees, on the 17th of June, 1897, accepted the offer, and have or-



ganized the institution with a Faculty and Course of Instruction as set forth in the following pages. Since then over \$5,000 has been spent on interior improvements.

**Location.** It would be a difficult matter to select a place which is better suited to become an educational centre. Danville, Virginia—the seat of the Institute—is an old Virginia town, which has for years proved to be one of the healthiest in the State. The Atlantic coast is about two hundred miles distant, and the Blue Ridge Mountains are in view. The railway facilities are of the best. In addition to being on the main line of the Southern Railway, Danville is the terminus of both Danville Division and the Danville & Western Railways.

**Building.** The building is situated on upper Main street, and is in the most attractive part of the city. No one could fail to notice the large four-storied brick structure. Attractive in appearance, it is well suited for its work, and improvements made within past two years make it a model *home* for young ladies. The fact that the best work cannot be done without the aid of comforts is recognized, and gas, hot and cold water, steam heat, and improved furniture are to be had here. Our electric bells and speaking tubes are great helps.

**Life.** Not claiming to do high collegiate work, the Institute must have within its walls young ladies in the formative period of their lives. Assuming that the young girl is not mature, an effort will be made to aid her in forming those habits which make her a more useful woman. There will be a time for the performance of each duty. There are three ways of doing work—grudgingly, indifferently, cheerfully. Work is done cheerfully where there is cheerfulness in the home.

**Reading Room.** The facilities of the reading room and library have been increased during the past session. While  
**Literary Society.** the number of books is not large, they are all well worth reading. The Washington and Franklin Society meets on Saturday evening, once in two weeks. This is carried on by the students, and here they discuss authors, periods of literature and history, current events, etc. Every student should be a member.

**Gymnasium.** Classes meet in the gymnasium three times each week and take exercises under the direction of the instructor. This is free of charge to all boarding students, and every one of these is required to take the course unless excused by parent or guardian.



**Lectures, etc.** During the year, the students have had the benefit of free lectures, recitals, and other entertainments of an instructive nature, an opportunity which even the most indifferent pupil is encouraged to appreciate. Realizing the educative influence of a bright, attractive home-life, each teacher lends her time and talent to this part of the work, individually and collectively.

**Life in the Home** Receptions for the household only are held in the parlors, at which the young ladies are taught the usages of cultured society, and an effort made to teach them the difference between ephemeral amusement and real pleasure which may be edifying and uplifting. When deemed advisable, guests invited by the faculty are entertained, but we believe that too much of this diverts the attention from books.

We find the "Sewing Hour" an important factor in our routine. On Saturday afternoon the young ladies bring their sewing or embroidery to the reading room, and after opening the "Blunder Box," in which has been deposited errors of every description, the presiding teacher makes necessary corrections, and then reads to them a suitable selection which they afterwards criticise.

Besides this, we value most highly our "Quiet Hour" on Sunday afternoon, when each one is required to stay in her room until a certain time. During this period no visiting is allowed, nor any noise permitted, as even school girls need time for quiet thought.

We feel sure that our girls appreciate these efforts by the hearty way in which they co-operate with us.

**Discipline.** As in all the Randolph-Macon institutions, the students are expected to do the right cheerfully, and an effort will be made to make the right so attractive that they will realize its beauty. Ninety per cent. can be led, ten per cent. *may* have to be driven. Here the ten will not be driven until it has become evident that they cannot be led. The students must realize the intense interest the teachers take in them. The greatest good can be obtained by co-operation. The right will be upheld by teachers and students.

**Religious Exercises and Advantages.** Recognizing religion as essential to proper education, the Principal and Faculty will make every effort to promote the formation and development of Christian character in the pupils committed to their charge. While the institution will be conducted under the auspices of the M. E. Church, South, the denominational preferences of patrons and

students are respected, and no proselyting influence will be allowed. The daily sessions will be opened with appropriate religious exercises in the Institute chapel.

There are churches of all the leading denominations in Danville. Pupils who board in the Institute will attend the church designated by parents or guardians, or, if none is designated, some convenient church under the care of an officer of the school. Attendance at night is optional, and is permissible only when the students go in a body under the care of the Principal or some one designated by him.

Under the auspices of the Young Woman's Christian Association are held prayer-meetings each week, meetings for the systematic study of the Bible, etc., and great good is done.

**Examinations and Reports.** Two examinations are held in each class during the session. It is by the result of these chiefly, in connection with the average grade of daily recitations, that the question of advancement from one class to another is determined.

Reports are sent to patrons each six weeks, showing the average grade of daily recitations and the general deportment of the student. Patrons will render an important service by making the reports the occasion for commendation and encouragement or admonition and advice to the student, as may seem necessary from time to time.

**Honors.** Honors in the Academic Department are of four kinds, as follows:

I. **CERTIFICATES OF DISTINCTION.**—A Certificate of Distinction is awarded to each student who attains eighty per cent. of the examination values in any class below the highest of any subject.

II. **CERTIFICATES OF PROFICIENCY.**—A Certificate of Proficiency is awarded in any subject to each student who has satisfactorily completed the whole work of that subject.

III. **SPECIAL MENTION.**—Special mention and record is made of each student who passes all her examinations with an average of ninety-five per cent.

IV. **FULL GRADUATE.**—Each student who completes the full course of study as given in the five Academic forms on page 136 is declared to be a GRADUATE OF RANDOLPH-MACON INSTITUTE.

## COURSES OF INSTRUCTION.

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General outline of the course is given on pages 137 to 145. As will be seen, the course in the Preparatory Department covers five years—beginning practically with kindergarten work. The course in the Academic Department covers five years. The arrangement of work by years is advisory and not obligatory. This is considered best, but can be varied to suit the individual needs.

For graduation, the student must successfully complete the work in Mathematics, English, Latin, Science, History and the work in one of the three optionals—Greek, French, German. A graduate is prepared to undertake work in any one of our colleges for women.

For those deficient in orthography and penmanship courses are provided. These subjects do not appear in the outline of Academic Department. Neglect of these may cause failure in English and in this way cause the student to fail to graduate.

## PREPARATORY DEPARTMENT.

STUDIES.	FIRST YEAR.	SECOND YEAR.	THIRD YEAR.	FOURTH YEAR.	FIFTH YEAR.
<i>English.</i>	Primer. First Reader. Language—Expression of thought.	Second Reader. Third Reader. Supplementary reading. Language—Elements of Composition, Punctua- tion and Dictation.	Fourth Reader. Supplementary reading. Language—Continua- tion of work of pre- ceding year. Begin Parts of Speech.	Fifth Reader. Supplementary reading. Grammar. Parts of Speech. Analysis. Dictation. Composition.	Sixth Reader or equiva- lent. Supplementary reading. Grammar.
<i>History.</i>	Stories of Primitive People.	Stories of the Races. Stories from American, Greek and Roman History.	Beginning of American History.	History of Virginia.	History of U. S.
<i>Mathematics.</i>	Small combinations of the four processes.	Four processes. Simple Fractions and Problems.	Formal Arithmetic through Compound Numbers.	Compound Numbers— through Percentage. Form Work.	Higher Arithmetic to Percentage.
<i>Science.</i>	Nature Study.	Nature Study. Records kept.	Nature Study. Records kept. Geography. Field Work.	Higher Geography. Field Work. Records kept.	Continuation of work of preceding year.
<i>Spelling.</i>	Oral and Written Spelling. Phonics.	Same.	Continued.		



## ACADEMIC DEPARTMENT.

STUDIES.	SIXTH YEAR.	SEVENTH YEAR.	EIGHTH YEAR.	NINTH YEAR.	TENTH YEAR.
<i>Mathematics.</i>	Arithmetic. Form Work.	Algebra. Concrete Geometry.	Algebra. Geometry.	Higher Algebra. Geometry.	Algebra. Geometry. Trigonometry.
<i>English.</i>	Grammar. Exercises. Parallel Reading.	Grammar. Grammatical Analysis. Exercises. Parallel Reading.	Rhetoric. Analysis. Exercises. Parallel Reading.	Rhetoric. Composition. Literature. Parallel Reading.	Practical Rhetoric. Analysis. Parallel Reading.
<i>Latin.</i>	Grammar. Exercises. Easy Translation.	Grammar. Exercises. Four books Cesar.	Grammar. Exercises. Sallust's Cataline. Cicero.	Grammar. Exercises. Vergil.	
<i>History.</i>	U. S. History.	English History.	Ancient History.		Mediaeval History.
<i>Science.</i>	Nature Study.	Physiology. Physical Geography.	Botany. Physical Geography.	Physics.	Chemistry.
<i>Greek.</i>				Grammar. Exercises. Easy Translations.	Grammar. Exercises. Translation.
<i>French.</i>		Grammar. Pronunciation. Exercises. Easy Translation.	Grammar. Composition. Translation.	Grammar. Composition. Translation.	
<i>German.</i>		Same as French.	Same as French.	Same as French.	

## I. PREPARATORY DEPARTMENT.

The aim of true education is character building, and, that our pupils may have the strength that grows only from a solid foundation, a primary department is provided. In this department the most approved methods of the day are used to teach the child how to study and to train the mind to think clearly.

By arousing an interest in nature and the world around, the pupils are led to habits of close observation.

It is an antiquated idea that school-work is not attractive. The best modern school-work is interesting, and the children love it as they love their play. Primary work is a failure unless it is capable of arousing interest in the children.

Our Course of Study includes the following branches: Number and Form Work, Reading, Phonics, Spelling, Geography, Nature Study, History of Virginia, Language, Writing, Drawing, Modelling, and Sight Singing,

TEXT-BOOKS—Hiaawatha Primer. Readers: Stepping Stones to Literature. Geographies: Frye's Elements, Frye's Complete. History: Maury's History of Virginia. Arithmetic. Writing: Newland & Row's Vertical Writing Books. Language: No text placed in the hands of the pupils.

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## II. ACADEMIC DEPARTMENT.

### I. ORTHOGRAPHY.

This subject is regarded as very important, and no student is excused from it until she has passed a satisfactory examination. The course is begun with the simplest words in the language. Careful attention is given to pronunciation and to definition. The recitations are from dictation.

TEXT-BOOK—First and Second Years: Rice's Rational Spelling Book.

Third Year: Gilbert's Graded Test Speller; Rice's Rational Spelling Book.

Fourth Year: Swinton's Word Analysis, and Webster's or Worcester's Academic Dictionary; Crabb's Synonyms.

### II. PENMANSHIP.

Lessons in Penmanship are given daily. Each student is required to copy from assigned exercises, with instruction from the teacher, until she has acquired a satisfactory handwriting. Heath & Co.'s vertical copy-books are used.

## III. GEOGRAPHY—READING.

A one-year course.

TEXT-BOOKS—Frye's Complete Geography ; Stepping Stones to Literature.

## IV. ENGLISH.

FIRST YEAR.—A thorough study of formal grammar is begun. To secure accuracy, weekly exercises are assigned. Selections from the best English writers are used, some for analysis, but the most to infuse into the student a fondness for reading, and to give a fund of information. A knowledge of the parts of speech is presupposed.

TEXT—Whitney and Lockwood's English Grammar.

SECOND YEAR.—The study of grammar is continued in a more difficult text, and grammatical analysis is completed as a requisite to successful study of rhetoric. Exercises are given to apply the principles found in the texts; and an extensive course of reading is assigned.

TEXTS—Whitney's Essentials of English Grammar; Dalglish's Grammatical Analysis; Buehlers's Practical Exercises in English.

THIRD YEAR.—This year is devoted to the mastery of the elements of rhetoric. Without the practical application of the principles, in analysis and synthesis, the study of rhetoric amounts to nothing; hence the stress of the work lies in exercises and composition. The sentence must receive especial attention as the foundation of composition, and thorough drill in it is given. As the student cannot be expected to create ideas, material is supplied from an extensive course of reading.

TEXTS—Genung's Outlines of Rhetoric; Selections for analysis and for parallel reading.

FOURTH YEAR.—This course is intended to solidify the work already done. Elements of the paragraph and the essay are given further study, and rhetorical analysis is exemplified in selections from English Classics. At the same time outlines of English and American literature are learned, that the student may have an idea of the order and the rank of the principal authors.

TEXTS—Genung's Outlines ; Pearson's Freshman Composition ; Pancoast's American Literature ; Pancoast's English Literature ; Selected Classics.

FIFTH YEAR.—The aim in this year is to give those who do not expect to attend college some idea of paragraph and essay form and as much practice in composition as the time will permit.

TEXTS—Genung's Practical Rhetoric; Selections for analysis and for parallel reading.

## V. LATIN.

The foundation of language culture is laid in Latin. In the lower classes a thorough knowledge of the forms and of the elements of Syntax is given, accompanied by easy translation. As the students advance, they are drilled in Syntax and in analysis of texts read. A prominent place is given to the rendering of English into Latin. There are five classes.

**FIRST YEAR.**—Thorough study of Forms. Oral translation and written exercises.

**TEXT-BOOK**—Bingham's Grammar. Easy translation.

**SECOND YEAR.**—Continued study of Forms. Syntax of the Simple Sentence. Translation and Exercises.

**TEXT-BOOKS**—Bingham's Grammar; Caesar.

**THIRD YEAR.**—Review of Forms. Syntax of the Compound Sentence. Translation and exercises.

**TEXT-BOOKS**—Gildersleeve's Grammar and Exercise Book; Sallust's Cataline and Cicero's Orations.

**FOURTH YEAR.**—Comprehensive review of Syntax. Translation and Exercises.

**TEXT BOOKS**—Gildersleeve's Grammar and Exercise Book; Cicero's Orations and Virgil's *Æneid*.

## VI. GREEK.

Greek may be studied as a substitute for French or German.

**FIRST YEAR.**—Study of the Grammar with written Exercises. The reading of easy Greek begun during the second term.

**TEXT-BOOKS**—White's *Beginner's First Greek Book*; Xenophon's *Anabasis*.

**SECOND YEAR.**—Continued study of the Grammar. Written Exercises. Reading of easy Prose and Poetry.

**TEXT-BOOKS**—Xenophon's *Anabasis*, completed; Homer's *Iliad*.

## VII. GERMAN.

This subject should not be taken up until the student has completed work of first year in Latin.

**FIRST YEAR.**—The reading method is used. After sufficient preliminary drill in pronunciation, thorough instruction will be given in elementary grammar, and easy selections from modern prose authors will be read. The grammatical instruction of this year will aim to give familiarity with the rudiments of grammar, especially the follow-



ing: the declension of articles, adjectives, pronouns, and such nouns as are readily classified; the conjugation of weak and the more usual strong verbs; the commoner prepositions; the simpler uses of the modal auxiliaries, the rules of syntax and word order.

TEXTS—Joynes-Meissner's Grammar; Schiller's *Jungfrau von Orleans*; Exercises.

SECOND YEAR.—In this year, while the drill in grammatical forms will be steadily kept up, the reading pace will be quickened, and facility and accuracy of translation sought by means of copious reading of modern German.

TEXTS—Joynes-Meissner's Grammar; Schiller's *Wilhelm Tell*; Selected Classics. Exercises.

THIRD YEAR.—German history and more extended translation.

TEXTS—Selections from Goethe, Heine, Lessing.

## VIII. FRENCH.

FIRST YEAR.—Reading method is used. After a few weeks spent in the necessary work in grammar and pronunciation, translation is taken up, and from this point grammar and pronunciation are taught from the translation as a basis. As in German, so in French, the work presupposes a year's work in Latin.

TEXTS—Whitney's Grammar; *Tableaux de la Révolution Française*.

SECOND YEAR.—Continuing work of first year, but paying more attention to the structure of the language. Irregular verbs, prepositions, subjunctives, etc., receive special attention.

TEXTS—Whitney's Grammar; *Tableaux de la Révolution Française*; *La Société du Septième Siècle*. Composition.

THIRD YEAR.—French history and outline of literature, with selections from Molière, Racine, Corneille.

TEXTS—Whitney's Grammar; Montgomery's *Leading Facts in French history*; *Histoire de la Littérature Française* (Duval). Selected classics. Composition.

## IX. HISTORY.

In addition to preparing students to enter college, the course in history has in view a two-fold object. It would impart such a knowledge of the events of the past and the lines along which our civilization has developed as is necessary for all educated persons; and it would arouse an interest in the subject and indicate the best methods by which an intelligent reader may gratify this interest, even when

lacking the assistance of an instructor. Each class recites five times a week and reports fortnightly on additional reading, which is prescribed by the instructor.

First Year—History of United States (Lee's).

Second Year—Montgomery's Leading Facts in English History.

Third Year—(a) Myer's Ancient History, (b) Smith's Bible History.

Fourth Year—(a) Duruy's History of Middle Ages, (b) Duruy's History of Modern Times.

## X. PSYCHOLOGY, LOGIC, ETHICS.

This course is designed for advanced students who do not expect to go on to college. Psychology, Logic and Ethics are taught.

TEXT-BOOKS—Hopkin's Outline Study of Man; Jevon's Logic; Hopkin's Law of Love.

## XI. MATHEMATICS.

The aim of this work is, primarily, to develop in the students the power and habit of original thought, to accustom them to original construction and invention, to impart habits of accurate observation, and to develop as much as possible the ability to concentrate the attention and to reason logically. Secondly, the aim is to familiarize the student with some of the simpler mathematical disciplines. The courses in Algebra and Geometry are kept parallel in order that as long a time as possible may be afforded for the operation of each form of training.

FIRST FORM.—(a) *Arithmetic*: A thorough review of the subject, emphasizing the *reasons* for all the various processes taught and giving a fuller knowledge of Common and Decimal Fractions and the Percentages. This work presupposes primary training in which the elements of Arithmetic have been thoroughly taught.

(b) *Form Work*: Lines, Surfaces and Solids are taught concretely and inventional work in drawing, cutting, modeling, etc., together with simple problems based on the truth taught, are given. The class meets five times a week.

TEXT-BOOKS—Appleton's Numbers Applied; Brook's New Written Arithmetic; White's School Arithmetic.

SECOND FORM.—(a) *Algebra*: Simple Problems, making an easy transition from arithmetical to algebraic notation, and illustrating the simpler forms of the Equation; the Fundamental Operations with Equation and Problems involving each; Simple Equations not involv-

ing Fractions; Factoring; Greatest Common Divisor; Least Common Multiple; Fractions; Fractional Equations; Simultaneous Equations. The Equation of the First Degree and its use in the solution of equations is the objective point of this work.

(b) *Concrete Geometry*: Definitions of the geometrical forms are developed from the forms themselves, and much inventional work is done. Concrete problems are given for solution, and the truth of many of the simpler theorems is found by experiment. Toward the end of the course, the pupils are gradually introduced to formal demonstration. The class meets five times a week.

TEXT-BOOKS—Wells' Academic Algebra, supplemented by Wentworth's Elementary Algebra; Hill's First Lessons in Geometry.

THIRD FORM.—(a) *Algebra*: The work of the preceding year is reviewed from a higher standpoint. Difficult examples and problems are assigned from a variety of text-books and complete practical mastery of the Equation and all the processes involved in it is sought. In addition to this, Involution, Evolution, Radicals and Quadratic Equation Involving One Unknown Quantity are taught.

(b) *Geometry*: A course of Plane Geometry, including the fundamental theorems and problems, is given by means of development work on the part of the teacher and original demonstrations and solutions on the part of the pupil. No text-book is used. The class meets five times a week.

TEXT-BOOK—Hall and Knight's Algebra for Colleges and Schools.

FOURTH FORM.—(a) *Algebra*: Radicals, Theory of Indices, Simultaneous Quadratics, Theory of Quadratic Equations, Ratio, Proportion, Variation, Arithmetical, Geometrical and Harmonical Progression. Logarithms and the Binomial Theorem.

(b) *Geometry*: A good text-book in Plane Geometry is read and much original work based on this is given. The original work should be *at least* one-half of the whole. The class meets five times a week.

TEXT-BOOKS—Hall and Knight's Algebra for Colleges and Schools; Phillips and Fisher's Plane Geometry.

FIFTH FORM.—(a) Higher Algebra. (b) Solid Geometry and Plane Trigonometry.

TEXT-BOOKS—Hall and Knight's Algebra; Phillips and Fisher's Solid Geometry; Wells' Essentials of Trigonometry.



## XII. SCIENCE.

The course of instruction in this subject is arranged with a view to affording the student an intelligent acquaintance with the various phenomena of nature and also to develop her power and habits of observation. These results cannot be accomplished by merely studying a text-book, but it is very necessary that the student herself work in the laboratory, and accordingly apparatus will be supplied, so that this practical work can be done. The classes taught are arranged as follows:

FIRST YEAR.—Bert's First Lessons in Science.

SECOND YEAR.—(a) Blaisdell's Physiology; (b) Davis's Physical Geography.

THIRD YEAR.—(a) Davis's Physical Geography; (b) Gray's "School and Field Book of Botany."

FOURTH YEAR.—Gage's (Introduction to) Physics.

FIFTH YEAR.—Remsen's Chemistry.

The experimental method is used in each class.

## XIII. MUSICAL DEPARTMENT.

This Department of the Institute affords superior advantages for the study of Music—Instrumental, Vocal and Theoretical—either exclusively or with other studies.

It is the aim of those having it in charge to arrange the course of study with a view to maintaining a high standard of musical taste, and to give each student a thorough knowledge of all branches undertaken, rather than, as is too frequently the case, a superficial knowledge of a few pieces of music. The instruction is according to the latest and very best methods.

Facilities are afforded for practicing, the institution being well supplied with instruments of the best manufacture, and each student taking piano is required to practice  $1\frac{1}{2}$  hours daily.

### PIANO-FORTE.

In the study of this instrument, particular attention is paid to the development of a truly musical touch. Careful consideration is given to every detail of Technic.

While no pains will be spared to make the student familiar with the works of the best modern composers, it will at the same time be the endeavor of the teachers in charge of this department to cultivate a



true appreciation of the productions of Bach, Mozart, Haydn, Beethoven, Chopin, Mendelssohn, and other composers of high rank.

#### VOCAL MUSIC.

The instruction in Voice Culture embraces careful training in the control of the breath, and in the production of a pure tone and distinct articulation.

In connection with the standard vocalises, songs by the best writers are constantly used.

Sight singing and chorus classes will be organized to suit the needs of the pupils.

#### HARMONY, THEORY AND HISTORY.

Practical application of the principles of Harmony and Theory will save much time to the pupil in either Vocal or Instrumental Music, and all are advised to devote some time to these branches, either privately or in limited classes. Musical History may be taken in connection with the Theory of Music.

#### FREE ADVANTAGES.

All music students, either Vocal or Instrumental, are required to attend the classes in Elementary Theory and Ear-Training, unless excused for special reason, until they have acquired the ability to recognize instantly all the different intervals, the major and minor scales, simple triads and chords of the seventh in their various inversions and their use as arpeggios.

Students acquiring a certain proficiency are required to make special preparation for appearance in public, thus cultivating self-possession and ease before an audience, an important requisite for all those who aim at perfection. Distinctions are awarded in the courses of music as in other subjects.

#### XIV. ELOCUTION.

We provide two courses in this department, one in class work, and the other private lessons; we strongly urge that both courses be pursued, for we find that the pupil advances much more rapidly when this is done.

No text-book is used. Dictation will be given and there will be weekly drills in articulation, gesture, and vocal exercises. The proper use of the lungs will be taught, and the best methods of tone production. Copious exercises will be given in all the forms of dialogue and dramatic reading, as well as simpler ones relating to elementary studies

in Pitch, Rate, Force, Stress, Quality and Inflection. Above all, the teacher urges that the work be done from the heart and brain, and not in a merely mechanical way, and the student is taught that, in this art, she should constantly strive to develop herself and not allow her powers to be dwarfed by imitation of another's style.

#### XV. ART DEPARTMENT.

The study of Art will be helpful as long as there are beauties of nature. Art teaches close observation. Close observation reveals God. The students are taught not to love art for its own sake, but because it ennobles life. Thorough and helpful instruction will be given in the various branches of Art. The Art Room is well ventilated and lighted and supplied with models and necessary furniture.

#### XVI. PHYSICAL CULTURE.

No wise educator will attempt to train and cultivate the mind, without, at the same time, making some provision for the training and development of the physical powers of the student. This physical culture is now regarded as a most essential element of education, as it not only gives to the body a healthy and vigorous growth, which is so necessary to the best mental work, but also imparts grace and elegance to the carriage and all the movements of the person. Every student is urged to take advantage of the scientific and systematic course of Physical Culture that is provided. It is required of boarders unless prevented by special reason.

## MISCELLANEOUS ANNOUNCEMENTS.

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We do not wish your patronage without your confidence.

### **Domestic Arrangements.**

The students and teachers form one household. Every needed attention will be given to the health and comfort of students, and they may be assured of receiving that counsel and sympathy which their circumstances require.

The entire home department of the school, faculty and students, eat from the same tables at the same time.

All the exercises of the institution and all the boarding arrangements are under one roof. Thus the young ladies are never subject to exposure in bad weather in attending to their several duties.

In case of sickness pupils will receive the most careful attention, and every available means will be used to promote their restoration to health. Patrons will be promptly notified of the facts by mail or telegraph when necessary. In the absence of such notification from the Principal they may rest assured there is no cause for uneasiness.

### **Regulations.**

Experience has proved that young ladies cannot properly study and go into society at the same time. Those are generally the best students who make and receive the fewest calls. Under ordinary circumstances visitors will not be received by pupils during school or study hours, nor on Sunday. Students are not allowed to receive attention from gentlemen. This regulation is in force from the time the pupil enters the Institute building, or care of the Principal, until she is on board the cars for home, or under the care of parents or guardian, or some duly authorized representative, when the responsibility of the Principal ceases. Social questions are of so delicate and difficult a nature that the Principal cannot undertake to decide them; and he cannot assume the responsibility of guarding from objectionable influences pupils passing beyond his supervision.

Boarding pupils when leaving the Institute grounds will be attended by a teacher or officer of the school. They are not permitted to spend the night out of the Institute.

Visits may be made to relatives once each month when written permission of parent or guardian is given for the place and date.

Special privileges are granted Seniors.

Each article of clothing must be plainly marked in writing with the owner's name in full.

The dormitories will be inspected daily. It is required that they be kept in order by the occupants with the assistance of the servants. This easy requirement secures to pupils a training invaluable as an aid toward the formation of habits of neatness and order so useful in after life.

Each table in the dining-room will be presided over by one or more officers or teachers.

Each pupil should be provided with overshoes, umbrella and gossamer, sheets, blankets, pillow cases, a counterpane, napkins and towels.

Communications from parents or guardians in reference to pupils should be made *directly* to the Principal.



## CHARGES PER TERM OR HALF-SESSION.

## PAYABLE IN ADVANCE.

## FOR DAY STUDENTS.

Preparatory Department.....	\$ 15 00
Academic Department.....	25 00
Instrumental Music (Advanced).....	25 00
Instrumental Music (Elementary).....	15 00
Vocal Music.....	25 00

## FOR BOARDING STUDENTS.

Board (including fuel, washing, lights, etc. ) and tuition in Academic Department*.....	\$100 00
Music.....	25 00

## FOR EITHER DAY OR BOARDING STUDENTS.

Singing Class.....	\$ 5 00
Harmony and Theory of Music, in class†.....	7 50
Use of Piano or Organ 1½ hours daily.....	5 00
Elocution, in class.....	5 00
Elocution, private lessons.....	15 00
Physical Culture‡.....	5 00
Drawing.....	10 00
Painting.....	20 00

The charges are the same to every one, according to outline in this catalogue. We have no special terms.

Students in Preparatory Department will be charged \$5.00 per term for one additional study in the Academic Department. Students having two such studies belong regularly in that department.

A deposit of \$5 to \$10 should be made for books and stationery. This is held subject to the student's order. To reduce this expense as much as possible, the student should bring with her all the books she may have that are likely to be of use.

As at all Randolph-Macon institutions, the tuition fee in the literary department is remitted to ministers of the two contributing conferences, and one-half of this to ministers of all denominations in Danville.

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\* When payments in full are made within the first week of each term the charge for the second term is \$75.00. The entire cost of board and literary tuition will thus be reduced to \$175. This reduction cannot be made when payments are later than time stated here.

† Elementary free to regular students in music.

‡ Free to boarding pupils.

Should a student leave without good cause, the Institute reserves the right to refuse any reimbursement of fees.


Each student is entitled to the washing of twenty *plain* pieces a week. For extra pieces, the student pays at laundry rates.

No deduction is made for time lost, except in case of protracted illness of the pupil while absent from Institute, or continued absence due to other providential causes. The extra care, attention and expense involved in case of sickness in the Institute, for which no extra charge is made, are generally not adequately provided for by the regular charges.

The dormitories are arranged and furnished for two young ladies in each, and under ordinary circumstances it is expected that no young lady will room alone. If in any case it becomes necessary to depart from this rule, a charge of \$15 per session of nine months will be made for use of the room.

Pupils are liable for special damages to furniture or building other than ordinary wear.

The Principal cannot make advances of money for books, stationery, express charges, and other incidental expenses.

 Students will be met at the depot. Those arriving in Danville on the trains from Lynchburg or Richmond should cross to the south side of the river before leaving the cars. Street cars leave the depot at intervals of a few minutes throughout the day from 6 A. M. until 10 P. M., and run directly to the Institute.

 For catalogues and further information, apply to

WILLIAM HOLMES DAVIS, PRINCIPAL,

*Danville, Va.*

## CALENDAR.

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### COMMENCEMENT, JUNE 1900.

Sunday, June 3, 11 A. M., Annual Sermon by Rev. C. L. Bane, Charlottesville, Va., in Main Street M. E. Church, South.

Monday, June 4, 8:30 P. M., Class Day Exercises in Institute Chapel.

Tuesday, June 5, 8:30 P. M., Final Concert in Institute Chapel.

Wednesday, June 6, 8:30 P. M., Commencement Exercises; Address by Dr. F. V. N. Painter, of Salem, Va.

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### SESSION 1900-1901.

Classification of New Students, Wednesday, September 12, 10 A. M. to 1 P. M.

Session begins Thursday, September 13, 10:30 A. M.

Second Term begins Thursday, January 31, 1901.

Session closes Wednesday, June 5, 1901.

THE  
Randolph-Macon System  
OF  
COLLEGES AND ACADEMIES.

---

I. FOR MEN.

1. RANDOLPH-MACON COLLEGE,  
ASHLAND, VA.

Chartered 1830. Opened 1832.

2. RANDOLPH-MACON ACADEMY,  
BEDFORD CITY, VA.  
Opened 1890.

3. RANDOLPH-MACON ACADEMY,  
FRONT ROYAL, VA.  
Opened 1892.

II. FOR WOMEN.

1. RANDOLPH-MACON WOMAN'S COLLEGE,  
LYNCHBURG, VA.  
Opened 1893.

2. RANDOLPH-MACON INSTITUTE,  
DANVILLE, VA.  
Opened 1897.

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CATALOGUE FOR 1900-1901.  
ANNOUNCEMENTS FOR 1901-1902.

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LYNCHBURG, VA.:

J. P. BELL COMPANY, BOOK AND JOB PRINTERS.  
1901.





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# THE RANDOLPH-MACON SYSTEM.

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THE RANDOLPH-MACON SYSTEM of Colleges and Academies comprises now five members, offering secondary and collegiate instruction to both sexes, but in different institutions. Those for young men and boys are: (1) Randolph-Macon College, at Ashland, Va., chartered in 1830; (2) Randolph-Macon Academy, at Bedford City, Va., established in 1890; (3) Randolph-Macon Academy, at Front Royal, Va., established in 1892. Those for young women and girls are: Randolph-Macon Woman's College, at Lynchburg, Va., established in 1893; and Randolph-Macon Institute, Danville, Va., admitted 1897.

These five institutions are owned by one self-perpetuating chartered Board of Trustees, which has been entrusted by public-spirited Christian men and women with more than three-quarters of a million dollars for the purpose of providing facilities for the education of young men and women under Christian influences. It is not sought or desired in any of these institutions to influence the denominational preferences of students, but the officers in charge consider themselves under obligations to conform to the moral standards and religious usages of the Methodist Episcopal Church, South, under whose auspices the institutions were established. These schools and colleges are the contribution of members of that church and of other patrons of Christian education who have confidence in its administration of such trusts, to the uplifting of the world by this means. The work is entirely benevolent. There are no stockholders, nor are the executive officers financially interested. The funds contributed for the purpose are applied to the best advantage for the making of noble men and women, and not to make money for any one. Any surplus of receipts is at once applied to improving the facilities or enlarging the corps of instructors.

The organization of these separate institutions into one system is designed to secure certain definite advantages,

## **Saving Time.**

*First,* The close correlation of the courses of the Academies with those of the College and of the Institute with those of the Woman's College should result in a distinct economy of time, and hence of expense, to the student. It should



naturally result that school and college working in thorough harmony with each other, belonging indeed to one Board and under the supervision of one general officer, should more certainly make their work continuous and apply labor with less waste than where separate ends and ideals are proposed and independent courses are offered.

**Economy and  
Permanence.**

*Secondly*, The combination of resources resulting from the ownership of the five institutions by one Board secures abundant financial facilities, commanding the best prices and largest discounts. The responsibility of the Board as a chartered corporation being undoubted, and the permanence of its general work being assured, confidence follows all its undertakings and strength is given each institution. In educational work it is especially desirable that parents and students be assured of the *permanence* of the institutions which they are invited to patronize and whose influence may become important to them.

**Opportunity  
for Selecting  
Teachers.**

*Thirdly*, For the preceding reasons and others which might be named, positions in the System are specially attractive to teachers, and choice men are at all times available for the teaching corps. In most cases of teachers selected for the Academies and Institute, those chosen have been for years under the instruction of our own College faculties and are known to us personally and intimately. Testimonials are proverbially of little worth, and nothing less than constant and long continued contact with the developing student will enable one to select with certainty the capable teacher.

**Experienced  
Supervision.**

*Fourthly*, Experienced supervision is secured in having a Board in charge that has conducted such work for nearly seventy years and from the continuous counsel and supervision of the Chancellor of the System and his special services for the special need of any institution.

These advantages of correlation aimed at, and to a degree at least realized, in the Randolph-Macon System are added to the individual excellencies of the several institutions as presented in the following pages.

## GIFTS AND LEGACIES.

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We are advised through secretaries of the Twentieth Century Educational canvass of subscriptions, in favor of the Randolph-Macon System, to the amount of about \$90,000, but cannot secure the names of the donors for insertion here. This sum will relieve our system of all obligations and greatly strengthen our hands for further enlargement of our work.

Special gifts are:

The William Arthur Shepard Memorial Fund, being the sum of \$500

donated by the brothers and sisters of the late Mrs. Mattie Davis

Shepard to provide a chemical laboratory Prize and Library.

Professor N. Cooper Starke, for Randolph-Macon College, Ashland, \$100.

Bishop E. R. Hendrix, valuable autograph letters.

Mr. W. G. Bishop, Baltimore, furniture for Social Hall, Front Royal Academy.

Misses Cloud, Front Royal, Va., Biographical Library for Front Royal Academy.

Being prepared to attract students and to apply resources to great advantage, we solicit the benefactions of philanthropists for the institutions under our direction.

### FORM OF LEGACY.

“I give and bequeath to the Trustees of Randolph-Macon College,

\_\_\_\_\_dollars for the uses of that corporation.”

## BOARD OF TRUSTEES.

PRESIDENT—BISHOP JNO. C. GRANBERY, D. D.  
 FIRST VICE-PRESIDENT—REV. S. K. COX, D. D.  
 SECOND VICE-PRESIDENT—REV. P. WHITEHEAD, D. D.  
 RECORDING SECRETARY—REV. S. S. LAMBETH, D. D.

	ELECTED
RICHARD IRBY.....	Ashland, Va..... 1854
BISHOP JOHN C. GRANBERY.....	Ashland, Va..... 1865
BISHOP ALPHEUS W. WILSON .....	Baltimore, Md..... 1871
REV. PAUL WHITEHEAD, D. D.....	Lynchburg, Va..... 1875
JAMES B. PACE.....	Richmond, Va..... 1876
LEROY S. EDWARDS.....	Richmond, Va..... 1877
RICHARD B. DAVIS .....	Petersburg, Va..... 1877
REV. JOHN J. LAFFERTY, D. L. ....	Crozet, Va..... 1879
REV. J. S. HUTCHINSON.....	Lewisburg, W. Va..... 1882
REV. S. K. COX, D. D.....	Harrisonburg, Va..... 1882
REV. W. E. JUDKINS, D. D. ....	Salisbury, Md..... 1883
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P. V. D. CONWAY.....	Fredericksburg, Va..... 1886
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REV. RICHARD FERGUSON.....	Flint Hill, Va..... 1887
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REV. J. P. GARLAND, D. D. ....	Richmond, Va..... 1891
F. H. CHALMERS.....	Salem, Va..... 1891
REV. B. F. LIPSCOMB.....	Petersburg, Va..... 1892
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G. R. HILL.....	Alexandria, Va..... 1892
R. W. PEATROSS.....	Danville, Va..... 1894
*GEO. B. FINCH.....	Boydton, Va..... 1894
REV. J. E. ARMSTRONG.....	Staunton, Va..... 1895
REV. DAVID BUSH.....	Salem, Va..... 1895

\*Died September 19, 1900.

## ELECTED

GEO. L. NEVILLE.....	Portsmouth, Va.....	1896
REV. J. C. REED.....	Manchester, Va.....	1897
REV. J. T. MASTIN.....	Berkley, Va.....	1899
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REV. T. McN. SIMPSON.....	Danville, Va.....	1900
A. J. McMATH.....	Onley, Va.....	1900
ADRIAN C. NADENBOUSCH.....	Martinsburg, W. Va.....	1900
I. W. WOODS.....	Roanoke, Va.....	1900

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## STANDING COMMITTEES.

---

### Finance Committee.

PAUL WHITEHEAD.	E. D. NEWMAN.
G. L. NEVILLE.	DAVID BUSH.
B. F. LIPSCOMB.	W. W. VICAR.
J. S. HUTCHINSON.	

### Grounds and Buildings.

P. V. D. CONWAY.	W. J. KILBY.
R. W. PEATROSS.	

### Library.

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RICHARD IRBY.	

### Course of Instruction.

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R. FERGUSON.	

### Faculty.

J. C. GRANBERY.	W. G. STARR.
J. P. GARLAND.	B. W. BOND.
W. W. SMITH.	



## EXECUTIVE COMMITTEES.

---

Randolph-Macon College.

BISHOP J. C. GRANBERY, J. POWELL GARLAND,  
J. P. BRANCH, RICHARD IRBY,  
W. G. STARR, *Ex-officio*.

---

## Randolph-Macon Woman's College.

C. V. WINFREE, PAUL WHITEHEAD,  
J. L. SHIPLEY.  
W. W. SMITH, *Ex-officio*.

---

## Randolph-Macon Academy, Bedford City.

F. H. CHALMERS, J. C. REED,  
G. L. NEVILLE.

---

## Randolph-Macon Academy, Front Royal.

E. D. NEWMAN, G. R. HILL,  
J. W. DUFFEY.

---

## Randolph-Macon Institute, Danville, Va.

B. F. LIPSCOMB, R. W. PEATROSS,  
T. MCN. SIMPSON.

## EXECUTIVE OFFICERS.

---

WM. W. SMITH, A. M., LL. D.,  
*Chancellor R.-M. System.*

REV. W. G. STARR, A. M., D. D.,  
*President R.-M. College.*

R. E. BLACKWELL, A. M.,  
*Vice-Prest. R.-M. College.*

F. W. MARTIN, M. S., PH. D.,  
*Vice-Prest. R.-M. Woman's College.*

E. S. SMITH,  
*Principal R.-M. Academy, Bedford City.*

C. L. MELTON,  
*Principal R.-M. Academy, Front Royal.*

WM. HOLMES DAVIS, A. B.,  
*Principal R.-M. Institute.*

---

## SUMMARY OF OFFICERS AND STUDENTS.

Officers of instruction and administration.....	75
Students.....	683

From nineteen States and countries.

[For details see sections devoted to the several institutions.]









RANDOLPH-MACON COLLEGE, ASHLAND, VA.—VIEW OF A PORTION OF THE CAMPUS

CATALOGUE

OF

Randolph-Macon College

ASHLAND, VA.

---

*SIXTY-NINTH SESSION.*

1900-1901.

---

ANNOUNCEMENTS FOR

1901-1902.

OFFICERS  
OF  
THE SOCIETY OF ALUMNI  
OF  
RANDOLPH-MACON COLLEGE.  
1900 - 1901.

---

HON. RICHARD B. DAVIS, Petersburg, Va., *President.*

PROF. J. L. ARMSTRONG, Lynchburg, Va., *First Vice-President.*

REV. ERNEST STEVENS, Culpeper, Va., *Second Vice-President.*

DR. EDWIN W. BOWEN, Ashland, Va., *Secretary and Treasurer.*

PROF. ROYALL B. SMITHEY, Ashland, Va., *Recording Secretary.*

HON. J. H. HOLT, Huntington, W. Va., *Orator.*

## OFFICERS OF INSTRUCTION AND ADMINISTRATION.

---

WILLIAM G. STARR, A. M., D. D.

*President.*

ROBERT EMORY BLACKWELL, A. M.,

*Vice-President.*

ROBERT EMORY BLACKWELL, A. M.,

*Professor of English and French.*

ROYALL BASCOM SMITHEY, A. M.,

*Professor of Pure and Applied Mathematics.*

EDWIN WINFIELD BOWEN, A. M., PH. D.,

*Professor of Latin.*

WILLIAM E. EDWARDS, A. M., D. D.,

*Professor of Moral Philosophy and the English Bible.*

ARTHUR C. WIGHTMAN, M. A., PH. D.,

*Professor of Biology and Physics.*

THOMAS MADISON JONES, A. B.,

*Professor of Greek and German.*

WILLIAM E. DODD, PH. D.,

*Professor of History and Economics.*

HALL CANTER, A. M., PH. D.,

*Professor of Chemistry and Geology.*

WILLIAM S. BROWN,

*Director of Physical Culture.*

D. R. ANDERSON, A. B.,

*Instructor in French.*

H. C. LIPSCOMB,

*Instructor in Latin.*

J. W. SMITH,

*Instructor in Greek.*

RICHARD IRBY, A. M.,

*Secretary and Treasurer.*

D. S. ELLIS, M. D.,

*College Physician.*

REV. W. H. ATWILL,

*Chaplain.*



## MATRICULATES.

1900-1901.

WITH NUMBER OF SESSIONS ATTENDED.

NAME.	ADDRESS.	STATE.	
Alsop, Robert Kelso.....	Richmond.....	Virginia	1
Ames, Harry Lee.....	Painter.....	Virginia	2
Anderson, Dice Robins, A. B.....	Saluda.....	Virginia	4
Anderson, Joseph Edgar.....	Saluda.....	Virginia	2
Baggarly, F. C.....	Washington.....	Virginia	1
Betty, Lewis Stafford.....	Manchester.....	Virginia	1
Blackwell, Robert Eldridge.....	Holly Dale.....	Virginia	1
Blakeney, Hugh.....	Ladonia.....	Texas	1
Bond, Beverly Waugh, Jr., A. B.....	Winchester.....	Virginia	3
Bond, Frank M.....	Winchester.....	Virginia	2
Bowen, Orville R.....	Parran.....	Maryland	1
Bradford, John Jefferson.....	Grangeville.....	Virginia	2
Bringhurst, Newton Taliafero.....	Alexandria.....	Louisiana	4
Burge, William Edward.....	Mineral.....	Virginia	3
Burruss, Granville.....	Penola.....	Virginia	1
Carter, Clarence Minor.....	Ashland.....	Virginia	4
Carter, Warner Peatross, A. B.....	Danville.....	Virginia	4
Chenery, William Ludlow.....	Ashland.....	Virginia	1
Clark, Lyman Emery.....	Richmond.....	Virginia	1
Cockrell, Selwyn Kennedy.....	Leesburg.....	Virginia	1
Cooper, Frank Briscoe.....	Keezletown.....	Virginia	2
Copenhaver, John C.....	Baltimore.....	Maryland	2
Crawley, Lindsay.....	Adriance.....	Virginia	2
Crutchfield, Lee Gary.....	Richmond.....	Virginia	2
Davis, George Morgan.....	Portsmouth.....	Virginia	1
Davis, Henry Woodhouse.....	Ivor.....	Virginia	3
Davis, Robert Beale.....	Petersburg.....	Virginia	2
Doyle, Harrison Watson.....	Glendoyle.....	Virginia	1
Edwards, Leroy Summerfield.....	Richmond.....	Virginia	4
Edwards, Charles Almand.....	Ashland.....	Virginia	2
Eggleston, John Reed.....	Lucia.....	Virginia	2
Ellison, William Henry.....	Washington.....	District of Columbia	1
Ferguson, C. Guy.....	Flint Hill.....	Virginia	2
Fielding, George Herbert.....	Fishersville.....	Virginia	2
Fleetwood, Harvey.....	Waverly.....	Virginia	3
Forrester, George Thomas.....	Kinsale.....	Virginia	2
Furr, Fenton.....	Bloomfield.....	Virginia	3
Gates, William Benjamin, A. B.....	Colleen.....	Virginia	5
Green, Charles Edward.....	Petersburg.....	Virginia	2
Green, Edward Leonidas.....	Rockville.....	Maryland	1

NAME.	ADDRESS.	STATE.	
Gregory, Henry Claiborne.....	Pungoteague .....	Virginia	4
Grimm, Randolph Macon.....	Stephens City.....	Virginia	2
Grove, Elmer Emanuel.....	Luray.....	Virginia	1
Haden, Leonidas Arnold.....	Evington.....	Virginia	4
Heath, Thomas James Chandler...	Wachapreague.....	Virginia	4
Hepburn, Norvel Thomas, A. B....	Oliver.....	Virginia	4
Hillsman, Marshall Ligon.....	Gills.....	Virginia	1
Hitt, Charles Leslie.....	Luray.....	Virginia	1
Holman, Jesse Knodle. ....	Creston.....	South Carolina	2
Hough, Wilbur Shepherd.....	Pulaski City.....	Virginia	1
Hunter, Robert Tucker.....	Ashland.....	Virginia	3
James, Arthur A.....	Waterford.....	Virginia	1
Karn, Charles F.....	Culpeper.....	Virginia	1
Kellam, Vernon Hope.....	Princess Anne .....	Virginia	2
Kellam, William Finney.....	Locustville .....	Virginia	3
Kennedy, Harry H., Jr.....	Charles Town.....	West Virginia	2
Kilby, Bruce Tynes.....	Suffolk.....	Virginia	2
Kline, John Markwood.....	Woodstock .....	Virginia	2
Latané, Robert Peachy.....	Tappahannock.....	Virginia	1
Laughton, James Riddick.....	Richmond.....	Virginia	1
Leake, James Miller .....	Ashland.....	Virginia	5
Leake, Josiah.....	Ashland.....	Virginia	1
Leake, Samuel Callis.....	Ashland.....	Virginia	1
Lewis, Raymond Henry .....	Fishing Creek.....	Maryland	2
Lipscomb, Herbert Cannon.....	Petersburg.....	Virginia	3
Lynch, Frank L.....	Mt. Crawford.....	Virginia	1
McCabe, Robert Emmett.....	Leesburg.....	Virginia	2
McCullen, Carl Howard.....	Ashland.....	Virginia	1
McMath, Olin LeCato.....	Onley.....	Virginia	1
McNeal, Joseph Roscoe.....	Garysburg.....	North Carolina	1
McNeal, William Burton .....	Garysburg.....	North Carolina	3
Maddox, Carroll.....	Limeton.....	Virginia	1
Moore, Lloyd Carlton.....	Beckham.....	Virginia	3
Morton, Robert Kemp.....	Johnson's Cross-Roads...	West Virginia	2
Neville, Joseph Hugh.....	Portsmouth.....	Virginia	6
Page, Norman Auten.....	Denaro.....	Virginia	2
Parker, William G.....	Franklin.....	Virginia	1
Partlow, Ira Judson... ..	Washington.. ..	Virginia	1
Paulett, Richard Landon.....	Farmville.....	Virginia	1
Paylor, Hugh Jeffreys.....	Norfolk.....	Virginia	1
Peake, James Frederick.. ..	Washington.....	District of Columbia	2
Peatross, Garnett.....	Danville .....	Virginia	2
Pennington, William Eugene.....	Centreville.....	Maryland	1
Phelps, Thomas Hammond.....	Body Camp.....	Virginia	2
Pleasants, Cameron E.....	Manchester... ..	Virginia	2
Plitt, Howard M.....	Baltimore .....	Maryland	2
Poindexter, Eldridge Watts.....	Lynchburg .....	Virginia	2

NAME.	ADDRESS.	STATE.	
Powell, James Gholson.....	Woodview.....	Virginia	1
Powell, Richard Addison.....	Woodview....	Virginia	1
Prettyman, William Forrest.....	Rockville.....	Maryland	1
Pugh, Robert Beall.....	Capon Bridge.....	West Virginia	2
Redd, Samuel Minor.....	Noel.....	Virginia	2
Rhodes, Clarence Adair.....	Buchanan.....	Virginia	2
Riley, Earl.....	Richmond.....	Virginia	4
Riley, M. Monroe, Jr.....	Gainesville.....	Georgia	1
Rudasill, Lewis Singleton.....	Front Royal.....	Virginia	2
Russell, James Hendricks..	Shaw's Store.....	Virginia	1
Sanders, Hartley P.....	Harman.....	Maryland	2
Saunders, William Bouldin.....	Penicks.....	Virginia	3
Shires, Letcher Stevens.....	Alderson.....	West Virginia	3
Simcoe, Walter Taylor, Jr.....	Norfolk.....	Virginia	3
Simpson, Thomas McNider, Jr.....	Danville.....	Virginia	3
Smith, Edwin James.....	Oceana.....	Virginia	1
Smith, Francis Osgood.....	Norfolk.....	Virginia	2
Smith, John William.....	Washington.....	District of Columbia	4
Smithey, Frank Rosser.....	Ashland.....	Virginia	2
Smithey, William Royall.....	Ashland.....	Virginia	2
Starr, Ernest Leigh.....	Ashland.....	Virginia	2
Swimley, Chester Neel.....	Summit Point.....	West Virginia	1
Taylor, George William Martin.....	Pungoteague.....	Virginia	3
Thrift, Charles Tinsley.....	Wicomico Church.....	Virginia	3
Tisinger, Lewis Fielding.....	Gainesville.....	Georgia	1
Tufts, Orrie Hancock.....	Norfolk.....	Virginia	2
Turner, George Ernest.....	Richmond.....	Virginia	2
Turner, Virginius Rudder.....	Holly Dale.....	Virginia	2
Tuttle, Clayton Orlando.....	Hanover.....	Virginia	4
Tyler, Barrett P.....	Falls Church.....	Virginia	3
Walters, James Walker.....	Madison Mills.....	Virginia	1
Ware, John Nottingham.....	Ashland.....	Virginia	4
Warriner, Benjamin Rowlett.....	Corinth.....	Mississippi	1
Wells, Frank Lamson.....	Richmond.....	Virginia	1
Westcott, Nathaniel Powell.....	Mappsburg..	Virginia	2
Whitmore, John Campbell.....	Petersburg.....	Virginia	1
Whitmore, John H.....	Parnassus.....	Virginia	1
Whitmore, Otho Marvin.....	Valley Mills.....	Virginia	1
Williams, Charles Ernest.....	Shenandoah Junction...	West Virginia	1
Wilson, Richard Taylor, Jr.....	Petersburg.....	Virginia	3
Woodhouse, Edward James.....	London Bridge.....	Virginia	1
Woodward, James.....	Norfolk.....	Virginia	1
Wright, James Leitch.....	Ashland.....	Virginia	1
Young, Charles Henry.....	Petersburg.....	Virginia	5
Zimmerman, George H.....	Romney.....	W. Virginia	1

## SUMMARY.

Matriculates in College.....	127
Post-graduate Matriculates.....	5

# DEGREES AND HONORS CONFERRED.

JUNE, 1900.

## MASTERS OF ART.

Campbell, T. M.....	Virginia
Lear, J. M.....	Virginia
Newman, W. L.....	Virginia
Tucker, J. R.....	Virginia
Vickers, J. C.....	Maryland

## BACHELORS OF ART.

Allen, Joseph Marvin .....	Virginia
Anderson, D. R.....	Virginia
Balthis, J. H.....	Maryland
Bond, B. W., Jr. ....	Virginia
Carter, W. P.....	Virginia
Eure, J. W.....	North Carolina
Gates, W. B.....	Virginia
Gee, J. W.....	Virginia
Hepburn, N. T.....	Virginia
Kilby, J. R.....	Virginia
Kline, H. W.....	Virginia
McAden, R. H.....	Virginia
Peerman, E. L.....	Virginia
Pfeiffer, H. C.....	Virginia
Shackford, J. W.....	Virginia
Wheary, W. A.....	Virginia
Wright, S. O.....	Virginia

## PROFICIENTS IN SUBJECTS.

Allen, Joseph Marvin.....	German.....	Virginia
Anderson, Dice Robins.....	German.....	Virginia
Balthis, Joseph Hendrickson....	Greek.....	Maryland
Bond, Beverly Waugh, Jr.....	Mathematics, Latin, German.....	Virginia
Bringinghurst, Newton Taliafero....	German.....	Louisiana
Campbell, Thomas Moody.....	English.....	Virginia
Carter, Warner Peatross.....	Latin, Greek, Biology.....	Virginia
Cralle, Alphonzo Augustus.....	German.....	Virginia
Dunkley, Henry W.....	English Bible.....	Virginia
Eure, John Walter.....	Latin.....	North Carolina
Fitzgerald, Alfred Benton.....	German.....	Virginia
Gates, William Benjamin.....	Mathematics.....	Virginia
Gee, John William.....	Greek.....	Virginia
Gregory, Henry Claiborne.....	English Bible.....	Virginia
Haden, Leonidas Arnold.....	Mathematics.....	Virginia



Heath, T. J. C.....	English Bible.....	Virginia
Hupman, J. B.....	English Bible.....	Virginia
Kellam, William Finney. ....	German.....	Virginia
Kilby, Bruce Tynes.....	Mathematics.....	Virginia
Kilby, John Richardson.....	English.....	Virginia
Kline, Howard Wheelwright....	Latin.....	Virginia
Lavinder, Henry George.....	French, English, Mor. Phil, Chem..	Virginia
Leake, James Miller.....	French, English, Chemistry.....	Virginia
McAden, Robert Hicks.....	Greek.....	Virginia
Neville, Joseph Hugh.....	German.....	Virginia
Newman, Wilbur Lauk.....	English, Latin, Biology, Chemistry..	Virginia
Pfeiffer, Henry Casper.....	Latin.....	Virginia
Riley, Earl.....	Moral Philosophy.....	Virginia
Richards, Jesse Washington....	German.....	Virginia
Saunders, William Bouldin....	Latin, German, Chemistry.....	Virginia
Shires, L. S.....	English Bible.....	West Virginia
Simpson, Thomas McNider....	Mathematics, German.....	Virginia
Smith, John William.....	English Bible.....	District of Columbia
Tucker, John Richard.....	French, English, Greek.....	Virginia
Thrift, C. Tinsley.....	English Bible.....	Virginia
Vickers, James Caton.....	French, English, Biology, Chem...	Maryland
Watkins, G. Washington.....	English Bible.....	Virginia
Weaver, Charles Holmes.....	German.....	Virginia
Weston, Henry L.....	English.....	Virginia
Wilson, Richard Taylor, Jr....	Mathematics.....	Virginia
Wright, S. Otto.....	Greek.....	Virginia
Young, Charles Henry.....	French, Latin.....	Virginia

## MEDALISTS.

## SUTHERLIN MEDAL FOR ORATORY.

John R. Kilby.....	Virginia
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## H. W. MURRAY MEDALS FOR SCHOLARSHIP.

Proficiency Medal.....	H. C. Lipscomb.....	Virginia
Scholarship Medal.....	T. Moody Campbell.....	Virginia

## WALTON GREEK PRIZE.

J. H. Balthis.....	Maryland
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## BENNETT MEMORIAL HISTORICAL MEDAL.

T. Moody Campbell.....	Virginia
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## WASHINGTON LITERARY SOCIETY MEDALS.

Declaimer's.....	B. P. Tyler.....	Virginia
Debater's.....	D. R. Anderson.....	Virginia
Orator's.....	L. H. Kincaid.....	W. Virginia

## FRANKLIN LITERARY SOCIETY MEDALS.

Declaimer's.....	H. W. Holloway.....	Virginia
Debater's.....	J. R. Kilby.....	Virginia
Improvement in Debate.....	L. G. Crutchfield.....	Virginia

## HISTORICAL SKETCH.

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On the 3d of February, 1830, the Legislature of Virginia granted a Charter, incorporating "The Trustees of Randolph-Macon College"—as follows :

"1. *Be it enacted by the General Assembly*, That there be, and is hereby erected and established, at or near Boydton, in the county of Mecklenburg, in this Commonwealth, a seminary of learning for the instruction of youth in the various branches of science and literature, the useful arts, agriculture, and the learned and foreign languages.

"2. *And be it further enacted*, That the said seminary shall be known and called by the name of Randolph-Macon College.

"3. *And be it further enacted*, That Hezekiah Leigh, John Early . . . . Nathaniel Alexander (with twenty-nine others) be, and are hereby constituted and appointed trustees of said college, who and their successors shall be a body corporate by the name of 'The Trustees of Randolph-Macon College.' . . . ."

This act of the General Assembly is a matter of special interest in showing Randolph-Macon to be now the oldest Methodist college in America, by date of incorporation.

The movement to establish the College was begun in response to the recommendation of the General Conference of the Methodist Episcopal Church, in 1824, which was "that each Annual Conference establish a seminary of learning under its own regulations and patronage." The Virginia Conference at its session in the following year considered the question of "establishing such a seminary." The chief promoters of the undertaking—the "founders" of Randolph-Macon—were the Rev. Hezekiah G. Leigh, of the Virginia Conference, and Gabriel P. Disosway, a wise and liberal layman, both of them at that time residing in the city of Petersburg.

In April, 1830, the Board of Trustees was formally organized. The Rev. John Early was the first chairman; the Rev. William A. Smith the first secretary.

The erection of a suitable building was authorized, and the work begun as soon as practicable. The site was near the village of Boydton, Mecklenburg county, Va. This situation, near the line of Virginia and North Carolina, was chosen with a view to the accommo-

dation of both the chief patronizing States—Virginia and North Carolina.

Randolph-Macon began its scholastic work in January, 1832, when Hugh A. Garland, brother to Dr. Landon C. Garland, taught the first class in the preparatory department. The College proper began its work the next October, with the Rev. Martin P. Parks as President *pro tempore*. The Rev. John Emory, afterwards Bishop, was the first president elect. The Rev. Stephen Olin was the first to accept and serve.

The first graduate was John C. Blackwell, of Virginia, whose diploma was conferred in June, 1835. The first class taking the whole four years' course received their degrees the next year. From that time continuously, with the exception of several years during and immediately after the war, classes have been graduated.

For many years the career of the College was a struggle for existence; but during these years of stress and trial, without endowment, it did a great and useful work. Many of the foremost men of Methodism were connected with it; and from its body of students went out men of renown in Church and State, not a few whose lives have proved a signal blessing to the world.

The first regular endowment fund was raised just before the war between the States, by President Wm. A. Smith and the Rev. H. B. Cowles. But the war closed the doors of the College and rendered the most of its endowment worthless.

In 1866 it was re-opened under serious embarrassment. Railways had been destroyed by the war; the nearest was now a day's journey from the College. Besides, the North Carolina Conference had established a college of its own, whose patronizing territory was almost in sight of Randolph-Macon. On the other hand, the Baltimore Conference at its session in March, 1867, had offered its patronage to the College, and had been admitted into participation in its supervision and privileges. Under these circumstances the removal of the institution to a more suitable locality became necessary.

Happily the ideal leader in this hazardous new departure was secured in the person of the Rev. James A. Duncan, D. D., an alumnus of the class of 1849, and one of the most highly gifted men of his day. Under his presidency the College began its career at Ashland, Va., its present site, and very soon it reached a height of prosperity and influence to which it had never before attained. In its service the president laid down his life, universally loved and honored.

The successor of Dr. Duncan was the Rev. W. W. Bennett, D. D., an able and faithful worker. In the year 1886 Dr. Bennett, in broken health, resigned, and in the same year Dr. Wm. W. Smith was elected president.

Under Dr. Smith's administration the endowment was largely increased; four new buildings were erected, including a new gymnasium; physical culture was made a part of the course, and the library, and the laboratories were greatly enlarged and improved.

But the most notable feature of this administration was the founding of the Academies at Bedford City and Front Royal, and the Randolph-Macon Woman's College at Lynchburg.

All these institutions, together with the parent College and the Danville Institute for young ladies, are now under one Board of Trustees, and are united in a single educational system.

In the year 1896 Dr. J. A. Kern was elected President of the College, and Dr. Smith was made Chancellor of the Randolph-Macon System of Colleges and Academies.

President Kern resigned in 1899, and Rev. W. G. Starr, D. D., was elected President, and Rev. W. E. Edwards, D. D., succeeded Dr. Kern as Professor of the English Bible.



## ANNOUNCEMENTS.

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### GENERAL INFORMATION.

ASHLAND is immediately on the Richmond, Fredericksburg and Potomac Railroad, sixteen miles north of Richmond, upon the most elevated plateau between that city and Fredericksburg, **Location.** Va. The location is distinguished for healthfulness and accessibility. On this account the village of Ashland was originally incorporated as a summer resort, and is much frequented during the heated term, while the comparative infrequency and the brief duration of severely cold weather make it especially favorable to health and comfort during the College session. The severe pneumonia and violent fevers of the mountains and the malarial diseases of the Tidewater regions are comparatively unknown.

Nine passenger trains each way stop at the College daily. Telegraphic and telephone connections are had with all parts of the country. Mail six times a day. The campus contains about twelve acres, beautified and shaded by a fine grove of oaks and maples. It has been thoroughly underdrained ; gravel walks have been laid out, and many other improvements conducive to the comfort and convenience of the students have been made.

The buildings, besides professors' residences, are eight dormitories, the Pace Lecture-Room Building and Chemical Laboratory, the Duncan Memorial Chapel, the Library and Halls of the Literary Societies, the Gymnasium, and the Pettyjohn Hall of Science, for lecture-room and laboratories for practical work in Physics and Biology.

The observatory contains a five-inch equatorial refracting telescope, transit instrument, sextant, &c.

**Libraries.** THE COLLEGE LIBRARY contains nine thousand volumes, and valuable additions are annually being made by donations and purchases. The books are free to the students.

THE WALTON CLASSICAL LIBRARY, with an endowment of \$1,000, contains works on Greek and Latin subjects, and is under the management of the professors of those languages. The value of the books it now contains amounts to about \$1,000, and new books are added each year.

THE DARDEN ENGLISH LIBRARY, founded in 1888 by A. S. Darden,



# RANDOLPH-MACON COLLEGE

1. Pace Lecture Hall.
2. Pettyjohn Hall of Science
3. Society Halls and Library.
4. Students' Cottages

LIBRARY  
OF THE  
UNIVERSITY OF ILLINOIS

Esq., of Suffolk, Va., in memory of his son, A. Allen Darden, has an endowment of \$1,000. The income will be devoted to the purchase of books for the use of students in the Department of English.

**Literary Societies.** The Washington and Franklin Literary Societies, meeting weekly in their large and elegantly furnished halls for literary and oratorical exercise, are admirably conducted and enthusiastically sustained. They afford to every member an opportunity to acquaint himself practically with the methods of procedure in public assemblies, and with the duties of presiding and recording officers, and give invaluable practice in declamation and debate under the stimulus of a generous emulation for the rewards offered by them for excellence or for progress. They also edit and publish monthly a literary magazine. A student who fails to identify himself with one or the other of these Societies, loses an unusual opportunity to secure for himself privileges of great value.

**Religious Exercises.** The daily work of the College is begun with religious exercises in the Chapel.

**Oppor-tunities.** The Methodist, Episcopal, Presbyterian, Christian and Baptist churches of the village hold each two public services on the Sabbath, and at least one during the week, and the students provide frequent social religious meetings for their own benefit.

Bible classes conducted in the College Chapel on Sabbath mornings offer opportunity for Bible study under the instruction of the professors and officers of the College and other selected teachers, in addition to the course in the English Bible offered as regular College work. Several preaching appointments in the neighborhood are regularly filled by ministerial students.

**YOUNG MEN'S CHRISTIAN ASSOCIATION.**—This organization in the College offers many advantages to its members. It unites young men of different denominational preferences in bonds of mutual sympathy and fellowship, and gives Christian students, while away from their home-churches, helpful privileges and duties as members of a world-wide religious organization. Under its auspices, varied and interesting religious exercises are held in the cottages and in its own beautifully furnished room on the campus, and seven Sunday-schools are sustained in the neighborhood.

**Government.** Every student entering the College is presumed to be a gentleman, and so long as he remains connected with it, is treated as such. In particular, his word is relied upon implicitly, and in all matters touching his own conduct is called for and accepted



as the basis of action. This confidence in the integrity of our students lies at the foundation of our intercourse with them, and when any student forfeits it, he must be immediately excluded from the College. The one broad rule of Randolph-Macon is that all are required to conduct themselves in a moral, gentlemanly and student-like manner. In defining these terms, such special regulations and admonitions will be given as circumstances may call for. All that concerns the physical, mental and moral well-being of our students enlists our affectionate solicitude. We stand to them as friends, counsellors and guides, and, while exercising our authority with freedom and firmness, shall expect their obedience to be based rather upon a sense of right and an appreciation of the necessity of system and order, than upon the fear of set penalties. When a young man cannot be influenced by appeals to these motives, we do not consider him prepared for college.

No student found to be dissipated or persistently idle can be retained. We shall seek earnestly to reform any such, but our duty to others under our care will not allow the effort to be long continued. No pains shall be spared to maintain a pure and wholesome moral atmosphere; and whenever, for any reason, we are satisfied that the presence of any student is corrupting others, or that his influence is felt for evil in the College, we shall refund the proportionate part of the fees paid, and require his withdrawal.

#### **Class Organization.**

After an experience of many years, during which both methods have been tested, we deem a well guarded elective system preferable, under existing circumstances, to the curriculum. It affords an advanced student, having special aims, the privilege of pursuing a desired course, and it enables the Faculty to assign suitable work to those who are without uniform preparation, or who cannot remain long enough to complete the full course required for a degree.

Instruction is given by text-books and lectures. The effort is made to secure thorough scholarship, and students are retained in lower, or returned from higher to lower classes, until the Professor considers them qualified to advance.

As each undergraduate course is satisfactorily completed, a Certificate therefor is issued to the student. When the work prescribed in the entire course of instruction in any subject is satisfactorily completed by an approved examination, the student is awarded a Certificate of Proficiency in that subject.

**Choice of Studies.** Students will be enrolled in appropriate classes after conference with the President and Professors. Each one is required to have not less than fifteen recitations a week, unless there are special reasons to the contrary, and no study can be changed or discontinued without the consent of the Faculty.

**Degrees.** The degrees conferred are Bachelor of Arts and Master of Arts. The attainments required to secure these degrees are as follows:

1. For the degree of Bachelor of Arts (A. B.): Graduation with distinction in Latin; Certificates of Distinction on second year's work in Greek, second year's work in English, second year's work in Mathematics, first year's work in Moral Philosophy, first year's work in Chemistry, first year's work in Physics, first year's work in Biology, first year's work in History, Economics, Mineralogy, Geology, Astronomy; one year's work in Physical Culture, and one year's membership in one of the Literary Societies.

In the A. B. course, the following substitutions are allowed:

(1) For Greek, graduation with distinction in German, and Certificate of Distinction on first year's work in French.

(2) For third year's work in Latin, third year's work in Greek or third year's work in Mathematics.

(3) For Analytical Geometry and Political Economy, graduation with distinction in the English Bible.

The Bachelor of Arts course has been arranged, after much thought, to meet the growing demand for a practical, well-rounded education. It gives an excellent preparation for either business life or professional study.

2. For the degree of Master of Arts (A. M.): Distinction in the subjects required in the A. B. course, including Analytical Geometry, and graduation with distinction in four additional subjects.

Proficiency Diplomas are awarded for approved examinations when subjects are completed.

Certificates of Distinction are awarded for proficiency in the studies pursued in the undergraduate years.

**Prizes.** There are five regular prizes publicly awarded at each Commencement.

1. "THE SUTHERLIN PRIZE MEDAL FOR ORATORY," established by Major W. T. Sutherlin, of Danville, Va., 1872, is presented to the best orator who shall contend for the same, to be decided by three

competent judges, having no official connection with the College, selected by the Trustees.

2. "THE WALTON PRIZE FOR GREEK SCHOLARSHIP," established in 1872 by Mr. George E. M. Walton, of Hanover county, Va., is presented to the student who, in the judgment of the Faculty, by his progress and attainment in Greek studies, has best deserved it.

3. "THE H. W. MURRAY MEDALS," established in 1889 by legacy of Mrs. W. R. Goodwin, of Louisa county, Va., in memory of her father, Hon. H. W. Murray. There are two of these medals. The first, called the "Murray Medal for Proficiency," is awarded each year to the student who, having not fewer than four college classes, has made the highest average on all his examinations of that session. The second, called the "Murray Medal of Scholarship," is awarded each year to the student who takes A. B. or A. M., and who has made the highest average upon examinations in graduating classes of the A. B. course.

4. "THE BENNETT MEMORIAL HISTORICAL MEDAL," established in 1899 by Rev. James Cannon, Jr., in memory of the Rev. W. W. Bennett, D. D. This medal is awarded to the student who presents the best historical essay on some subject assigned by the Professor of History.

5. "THE WILLIAM A. SHEPARD CHEMICAL DEPARTMENT PRIZE," founded by the family of the late Mrs. Mattie Davis Shepard, to be awarded to the student who attains the highest grade in the Chemistry course.

**Examinations.** There are two examinations, conducted in writing, one at the close of the half-session in February, the other at the close of the session in June. A student who fails to pass an approved examination, loses his right to advance to a higher class.

**Reports.** A report of the standing of each student is made to the parent or guardian at the end of every five weeks during the session, and such special remarks are appended as each case may suggest.

**Requirements for Admission.** **LATIN.**—For admission to the first-year class in Latin, candidates are required to be prepared for an examination upon the following subjects:

1. Cæsar. The first four books of the Gallic War.
2. Sallust. The Catiline or the Jugurtha.

3. Latin Grammar. The inflections; the simpler rules for composition and derivation of words; the syntax of cases and verbs; the structure of the sentence in general, together with a knowledge of the subordinate clause.



4. Latin Composition. Translation into Latin of detached sentences illustrating the general rules of syntax, or of a passage of easy prose.

MATHEMATICS.—The requirements for admission to the first year's work in Mathematics embrace:

1. Arithmetic.

2. Algebra to Quadratic Equations. The preparation should include an accurate knowledge of the fundamental operations, equations of the first degree with applications to problems involving two or more unknown quantities, factoring, involution, evolution, fractional and negative exponents, radicals and the elementary theory of imaginaries.

3. Plane Geometry. The requirements consist of three books in one of the larger American text-books, and include the following subjects: The properties of plane rectilineal figures, limits, the circle and the measure of angles, proportion and similar figures, with facility in applying geometrical principles in the solution of exercises.

Students who enter Mathematics without adequate preparation are at a great disadvantage. Instead of giving their time to new work, they are forced to spend much of it in trying to learn things they are supposed to know. They are unable to keep up with their classes, and soon become discouraged.

ENGLISH.—A. *Grammar and Rhetoric.* It is required that a student shall have mastered some grammar like Whitney's *Essentials of English Grammar*, and some elementary rhetoric like Genung's *Outlines of Rhetoric* or Hill's *Foundation of Rhetoric*.

B. *Reading.* It is also required that a student have (1) a *general* knowledge of the following works and their authors: George Eliot's *Silas Marner*; Shakspere's *Merchant of Venice*; Pope's *Homer's Iliad* (four books); *The Sir Roger de Coverley Papers* in *The Spectator*; Goldsmith's *The Vicar of Wakefield*; Coleridge's *The Rime of the Ancient Mariner*; Tennyson's *The Princess*; Scott's *Ivanhoe*; Lowell's *The Vision of Sir Launfal*; Cooper's *The Last of the Mohicans*. (2) A special knowledge of the subject-matter, the literary form and the logical structure of the following works: Shakspere's *Macbeth*; Milton's *L'Allegro*, *Il Penseroso*, *Comus*, and *Lycidas*; Burke's speech on *Conciliation with America*; Macaulay's *Essays on Milton and Addison*.

HISTORY.—1. To begin the Junior course, a fair knowledge of Geography and American History.

2. To begin the Senior course, the completion of the Junior course is required, or satisfactory evidence of the completion of an equivalent amount of work in general History.



# DAILY PROGRAMME.

HOURS.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
8	Chapel. II. Mathematics. I. French. Introd. Greek. II. Chemistry.	Chapel. II. Mathematics. I. French. Introd. Greek. II. Chemistry (Lab.).	Chapel. I. French. Introd. Greek. II. Chemistry.	Chapel. II. Mathematics. I. French. Introd. Greek. II. Chemistry (Lab.).	Chapel. II. Mathematics. I. French. Introd. Greek. II. Chemistry.
9:15	I. Mathematics. II. French. I. Biology. II. English Bible.	I. Mathematics. I. Moral Philosophy. II. Chemistry (Lab.).	I. Mathematics. I. Moral Philosophy.	I. Mathematics. I. Moral Philosophy. II. Chemistry (Lab.).	I. Mathematics. I. Moral Philosophy.
10:15	II. English. II. Latin. III. Moral Philosophy. IV. Mathematics.	II. French. II. Latin. III. Greek. I. Chemistry (Lab.).	II. English. II. Latin. II. Moral Philosophy. II. Biology (Lab.). IV. Mathematics. I. History.	II. French. III. Greek. I. Chemistry (Lab.). I. History.	II. English. II. Latin. II. Moral Philosophy II. Biology (Lab.). IV. Mathematics. I. History.
11:15	I. History. I. English. III. Mathematics. II. Greek.	I. History. I. English. I. Biology. II. English Bible.	I. English. III. Mathematics. II. Greek. II. Biology (Lab.).	I. English. I. Biology. II. English Bible.	I. English. III. Mathematics. II. Greek. II. Biology (Lab.).
12:15	I. Chemistry. II. Biology. I. Greek.	I. Chemistry. II. Biology. I. Greek.	I. Chemistry. II. Biology (Lab.). I. Greek.	Geology. II. Biology. I. Greek.	Geology. II. Biology (Lab.). I. Greek.
2:15	I. Latin. III. English Bible. II. History. Astronomy.	I. Latin. I. Biology (Lab.). I. Chemistry (Lab.).	I. Latin. III. English Bible. II. Chemistry (Lab.). Astronomy.	I. Latin. I. Biology (Lab.). I. Chemistry (Lab.).	I. Latin. III. English Bible.
3:15	I. Physics. I. English Bible. I. German. III. Latin.	I. Biology (Lab.). I. Chemistry (Lab.).	I. Physics. II. Chemistry (Lab.). I. English Bible. III. Greek. III. Latin.	I. Biology (Lab.). I. Chemistry (Lab.).	I. Physics. I. English Bible. I. German. III. Latin.
4:15	II. German. III. English. Physical Culture.	Political Economy I. German.	II. German. III. English. Astronomy. Physical Culture.	I. German. Astronomy.	II. German. III. English. Astronomy. Physical Culture.
5:15	Physical Culture.	Physical Culture.	Physical Culture.	Physical Culture.	Physical Culture.

## COURSES OF INSTRUCTION.

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The subjects in which instruction is given in the College are Latin, Greek, English, German, French, Mathematics, Chemistry and Geology, Physics, Astronomy, Biology, History and Economics, Moral Philosophy, the English Bible, and Physical Culture.

In these subjects courses of study are arranged leading to the degrees of Bachelor of Philosophy, Bachelor of Arts, and Master of Arts, as before set forth.

### LATIN.

PROFESSOR BOWEN.

The work of the first year is designed to acquaint the student with Cicero, Vergil and Ovid, and, by means of the study of the grammar and weekly exercises, to give him a more thorough knowledge of the case-relations and the fundamental principles of Latin prosody. The work of the second year offers a more extended course in syntax and prose composition and embraces a course of reading in Seneca, the Roman historians (chiefly Livy and Tacitus), and the Roman elegiac poets (chiefly Catullus and Propertius). The work of the third year is intended to give the student, not only a comprehensive knowledge of classical Latin, but also to make him acquainted with pre-classical Latin; and, by the course in Latin literature, to give the student a general introduction to all the Roman authors. The courses of this year include Roman satire and dramatic poetry. Throughout the entire course an effort is made to study the government and the private life of the Romans as well as their literature and language.

#### First Year.

1. Cicero's *Orations*, Gildersleeve's *Grammar* (3d edition) and *Exercise Book*. Four hours a week during the first term.

2. Vergil's *Æneid* and *Pastoral Poems*; the elements of Latin versification, including the Hexameter; *Grammar* and *Exercises*. Four hours a week during the second and third terms.

3. Ovid's *Metamorphoses*. One hour a week throughout the year.

TEXT-BOOKS—Cicero's *Select Orations* (Allen and Greenough); Ovid's *Metamorphoses* (Allen and Greenough); Vergil (*Nettleship*); Vergil's *Bucolics* and *Æneid* (Greenough, Kittredge, Harper and Miller); Gildersleeve's *Latin Grammar* (3d edition) and *Exercise Book*.

### Second Year.

1. Roman History.—Livy, XXI and XXII; collateral reading, including especially the Punic Wars; Grammar and Exercises. Three hours a week during the first term.

2. Tacitus, *Germania* and *Agricola*; *Private Life of the Romans*; Grammar and Exercises. Three hours a week during the second term.

3. Roman Elegiac Poetry.—Select Elegies of Propertius, Tibullus and Catullus. One hour a week throughout the year.

4. Seneca's Moral Essays.—Two hours a week during the third term.

TEXT-BOOKS—Livy, Books XXI and XXII (Westcott, or Lord); Tacitus's *Agricola* and *Germania* (Hopkins, or Gudeman); *The Private Life of the Romans* (Preston and Dodge); Catullus (Merrill); Propertius (Postgate); Seneca's *Moral Essays* (Hurst and Whiting); Grammar and Exercise Book as in first year.

### Third Year.

1. Roman Satire.—Juvenal and Horace's Satires; lectures on the origin and development of the satire; weekly exercises. Three hours a week during the first term.

2. Roman Drama.—Plautus' *Miles Gloriosus*, Terence's *Phormio*; lectures on the origin and development of the drama. Three hours a week during the second term.

3. Horace's Odes and Epistles; prosody, including the scansion of the odes read; weekly original exercises, based on some Ciceronian text. Three hours a week during the third term.

4. Roman Literature. One hour a week during the second and third terms.

TEXT-BOOKS—Horace; Smith's edition of Odes and Epodes, Palmer's edition of Satires; Hardy's Juvenal; Tyrrell's *Miles Gloriosus* of Plautus; Elmer's *Phormio* of Terence; Gow's *Companion to School Classics*; Mackail's *Latin Literature*; Appendix to Bennett's *Latin Grammar*, as reference book on historical grammar, Henry's *Comparative Grammar of Greek and Latin* and Lindsay's *Latin Language*.

### Fourth Year.

The work of this year is designed to meet the case of those students who intend to take an advanced course in Latin at some of the leading universities, and who, therefore, desire a more extended course than that required for the A. B. degree.

1. The Letters of Pliny and of Cicero, with special study of Roman private antiquities. Two hours a week during the first term.

2. Early Latin.—Study of inscriptions and fragments of the early literature. One hour a week during the first term.

3. Sight Reading.—Two hours a week during the second term.

4. Historical Latin Grammar.—One hour a week during the second term.

NOTE.—The text books used in the above courses will be announced later.

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## GREEK.

PROFESSOR JONES.

The work of this department extends over a period of three years in the College course proper, but a year of introductory study in Greek is provided for in consequence of the common neglect of this subject in preparatory schools.

Much importance is attached to syntactical study, which begins with the text-book, but is made real to the student by constant illustration from the authors read and by weekly exercises in prose composition. The courses of reading, in which the steady effort is to express fully the Greek thought in clear, idiomatic English, are of sufficient fullness and scope to secure to the student fair reading power and considerable acquaintance with the best Greek authors. To this work is added outline studies of Greek history, literature, and life, and of the significance of Greek culture in relation to that of later times.

The endowment of the Walton Classical Library is of great benefit to the work of this department.

### First Year

TEXT-BOOKS—Goodwin's Grammar; Xenophon's *Memorabilia* of Socrates (Winans); Lysias (Bristol); Old Greek Education (Mahaffy); Greek Literature (Jebb); Greek Prose Composition (Pearson). Parallel in English: Herodotus (four books); *Cyropedia* of Xenophon; Plutarch's *Lives* (selections ten in number). Essay on Greek Education. Five times a week.

### Second Year.

TEXT-BOOKS—Goodwin's Grammar (for reference); New Testament (Revised Greek-English); Homer's *Iliad* (Keep); Prose Composition (Sidgwick); Studies in the Greek New Testament (Smith). Parallel in English: Xenophon's *Memorabilia* of Socrates; Aristophanes' *Clouds*; Trial and Death of Socrates (Church); *Light to the Ancient Greeks* (Smith). Essay. Three times a week.

### Third Year.

TEXT-BOOKS—Grammar and Composition as in second year; Plato (Purves); Euripides' *Alcestis* (Hayley); Demosthenes' *De Corona* (Holmes); Attic Orators (Selections: Jebb); Social Life in Greece (Mahaffy); Willson's *Mosaics of Grecian History*. Parallel in English: Plato's *Republic*, Books 1-3, 5-7, 9, 10;



Aristotle's *Politics*, Books 1-4, 7, 8; Xenophon's *Economicus*, chapters 1-11; Plutarch, *On Superstition*; Sophocles' *Ajax*; Æschylus' *Prometheus Bound*; Longinus, *On the Sublime*; Aristotle's *Poetics*. Essay. Three times a week.

### Introductory Year.

The purpose of this class has been already stated. The class meets five times a week.

TEXT-BOOKS—First Greek Book (White); *Anabasis* (Goodwin and White); *Old Greek Life* (Mahaffy); *History of Greece* (Fyffe); *Classic Myths* (Gayley); *The Study of Greek* (Smith); *Homer's Odyssey* (Butcher's or Bryant's translation). Essay. Further parallel as may be assigned.

## GERMAN.

PROFESSOR JONES.

In this department the attempt is made to have students acquire a correct pronunciation, and to enable them to write and to translate with facility and accuracy. The main facts of German life, history, and literature are also presented. Some knowledge of the kinship of German and English is likewise given.

### First Year.

TEXT-BOOKS—Thomas's *Practical Grammar*; Stein's *Exercises*; Hewett's *Reader*; Parry's *Life Among the Germans*; Baring-Gould's *Story of Germany*. Other texts to be chosen. Four times a week.

### Second Year.

TEXT-BOOKS—Same Grammar; *Prose Composition* (Von Jagemann); *Wilhelm Tell* (Palmer); *Hermann and Dorothea* (Hatfield); Heine's *Reisebilder* (Colbeck); *Wallenstein* (Carruth); *Faust* (Thomas). Parallel: *Zopf und Schwert* (Lange); *Die Journalisten* (Thomas); *Der Letzte* (Schmidt); *German Literature* (Hosmer); *Imperial Germany* (Whitman). Other texts to be chosen. Three times a week.

## ENGLISH.

PROFESSOR BLACKWELL.

### First Year.

1. HIGHER GRAMMAR AND ETYMOLOGY.—A course in advanced grammar and grammatical analysis, with an introduction to the study of Etymology. For entrance into this class see the requirements given on page 25.

TEXT-BOOKS—Smith and Blackwell's *Parallel Syntax Chart*; a *History of the English Language*.

2. RHETORIC.—Style with especial study of the Sentence, the Paragraph, and the General Processes in the Ordering of Material.

TEXT-BOOK—Genung's Practical Rhetoric; Selected English Classics.

3. SHAKSPERE.—One hour a week during the session is devoted to the reading of the historical plays of Shakspeare. The grammar and the versification of Shakspeare are also studied.

TEXT-BOOKS—Hudson's edition of Shakspeare; Dowden's Shakspeare.

This class of the First Year meets daily. There are weekly written exercises. A course of parallel reading is prescribed.

### Second Year.

1. ADVANCED RHETORIC.—Description, Narration, Exposition, Argumentation, and Persuasion. Especial attention is given to Argumentative discourse and Brief-drawing.

TEXT-BOOKS—Genung's Practical Rhetoric; Lewis's Specimens of the Form of Discourse.

2. LITERATURE.—History of Literature; Lyric Poetry; Versification.

TEXT-BOOKS—Pancoast's English Literature; Palgrave's English Lyrics; Milton, Pope, and Wordsworth are the chief authors studied.

3. OLD ENGLISH.—An elementary course in Old English, designed as introductory to the study of the history of the language.

TEXT-BOOK—Smith's Old English Grammar.

The Second Year's class meets three times a week. There are weekly exercises. This class is required for all degrees.

### Third Year.

1. LITERATURE.—An advanced course devoted to the study of Tennyson, Browning, and Matthew Arnold and to the critical examination of a few plays of Shakspeare. Four essays are required during the year.

2. MIDDLE ENGLISH.—A short course in early Middle English introductory to Chaucer and the study of the history of the language.

TEXT-BOOKS—Sweet's First Middle English Primer; Morris's Chaucer's Prologue and Knightes Tale; Emerson's History of the English Language.

This class meets three times a week. It is an elective for the A. M. degree.

## FRENCH.

PROFESSOR BLACKWELL.

MR. ANDERSON.

## First Year.

1. **ELEMENTARY COURSE.**—Whitney's French Grammar; Super's French Reader; Crane and Brun's *Tableaux de la Révolution Française*; Super's Historical Reader; Montgomery's French History.

This class meets five times a week. The first part of the year there are three or four exercises a week, later in the course they are required only once a week. This class, with the two years' course in German, may be substituted for Greek in the A. B. degree.

## Second Year.

1. **FRENCH OF THE SEVENTEENTH CENTURY.**—Crane's *La Société Française au XVIIIème Siècle*; the plays of Corneille, Molière, and Racine; Bossuet's *Oraisons Frenèbres*; Pascal's *Pensées*; Descartes' *Méthode*; La Rochefoucauld's *Maximes*; Bruyère's *Caractères*; the letters of Madame de Sévigné and Madame de Maintenon.

2. **THE ROMANTIC MOVEMENT IN FRANCE.**—Selection from the works of Hugo, De Musset, George Sand, Gautier, Balzac, Sainte Beuve. Kastner and Atkins's *French Literature* is used as the basis for the work done in the history of the literature.

3. **THE SHORT STORY.**—Daudet, Laboulaye, Maupassant.

4. **SPECIMENS OF THE MODERN DRAMA.**—Augier; Rostrand.

This class meets three times a week. There are weekly exercises, and parallel reading is assigned for each month.

The Second Year in French is an elective for the degree of A. M.

## CHEMISTRY.

PROFESSOR CANTER.

The work in the Chemical Department is embraced in three courses of one academic year each. The work comprises complete courses in general inorganic chemistry, blow-pipe analysis, qualitative analysis by the wet method, quantitative analysis, gravimetric and volumetric, and preparation of organic compounds.

## First Year.

The work of the first year in chemistry is required for the A. B. degree. For those who desire a certain amount of chemical knowledge as a part of a general education, the course is especially intended; and it forms at the same time the necessary foundation for the further

study of chemistry. The descriptive study of the elements and their compounds, following the periodic classification of Mendelejeff, will be the subject matter for lectures and recitations during most of the session. Constant practice will be had in the interpretation and use of chemical symbols, formulæ and equations. A text-book will be used, and the most important principles met with will be enlarged upon. Each student will work at least four hours per week in the laboratory, where full opportunity will be given to illustrate the principles in the text and lectures.

In addition to experiments in general chemistry, several inorganic preparations will be made, and a complete course in blow-pipe analysis will be given. From March till June a series of lectures is given on some of the compounds of carbon of the aliphatic and of the aromatic series.

The class meets for recitation four hours per week. A fee of five dollars per term is charged for use of the laboratory.

TEXT-BOOKS—Remsen's Briefer Course in Chemistry; Keiser's Laboratory Work in Chemistry; Renouf's Inorganic Preparations; Notes on Blow-pipe Analysis.

BOOKS OF REFERENCE—Inorganic Chemistry, Newth; Inorganic Chemistry, Freer; Mendelejeff's Principles of Chemistry.

### Second Year.

For admission to this course the student must have completed, in a satisfactory manner, Course I.

For the first term the work consists of lectures and recitations on historical and theoretical chemistry, and on topics in advanced inorganic chemistry. A detailed study of organic chemistry will constitute the class-work for the second term.

In the laboratory *at least* six hours per week will be required of each student, and for some a longer time will be necessary to complete the work assigned.

The laboratory work is classed under three heads:

1. QUALITATIVE ANALYSIS.—The more important analytical reactions will be thoroughly learned, and the student will analyze substances by groups—both acids and bases. Complete analysis of numerous complex mixtures of acids and bases will be made, and a practical knowledge of analytical operations will be acquired.

2. QUANTITATIVE ANALYSIS.—At the beginning the work will be complete gravimetric determinations of acidic and basic radicals in



pure substances. This will be followed by volumetric analysis, including alkalimetry, iodometry and oxidation methods. When skill in manipulation has been acquired, the student will be assigned more difficult work, requiring special methods, e. g., analysis of ores, fertilizers, waters.

3. ORGANIC PREPARATIONS.—The preparation of a number of organic compounds illustrating some of the more important reactions in organic chemistry, completes the practical work of the year.

The class meets three times a week. A laboratory fee is charged.

TEXT-BOOKS—Remsen's Advanced Chemistry, Remsen's Organic Chemistry, A. A. Noyes' Qualitative Analysis, Talbot's Quantitative Analysis, Levy's Organic Preparations; Historical Lectures.

BOOKS OF REFERENCE—Cairn's Quantitative Analysis, Classen's Quantitative Analysis by Electrolysis, Clowe's Qualitative Analysis, Gattermann's Organic Preparations, Bernthsen's Organic Chemistry, Wanklyn's Water Analysis, Fresenius' Qualitative and Quantitative Analysis.

### Third Year.

For those who expect to make a special study of chemistry, either as original investigators or as teachers of chemistry; and for those who wish to become analysts in applied chemistry, this course is offered. Courses I and II in Chemistry or the equivalent of both, and a reading knowledge of French and German, will be required for entrance. An extended course of reading in Historical Chemistry, Pure and Applied Chemistry and Journal Literature will accompany the laboratory work. The latter will consist of special quantitative methods, the testing of new methods in analysis, the preparation of advanced organic compounds and investigations in pure chemistry.

The work will be varied to suit the needs and intentions of the student.

The chemical laboratory is a large, well ventilated, and well lighted room, supplied with modern conveniences for expeditious and accurate work. Among these may be mentioned, water and gas convenient to each desk, a hood for noxious gases, a combustion furnace, nitrometers, apparatus for gas analysis and for vacuum filtration and exceptionally fine chemical balances.

A well chosen library, and current numbers of several foreign and domestic chemical journals, are available for reference.

## GEOLOGY.

PROFESSOR CANTER.

The course in Geology includes oral instruction and recitations once per week during the first half term. The course is intended to give the general student a fair knowledge of geological phenomena.

The discussion of the causes and processes of change now in operation on the earth to produce structure, is first taken up. This is followed by a series of lectures on the origin and mode of occurrence of the materials which make up the earth's crust.

Specimens of the common rocks and minerals will be used for illustrative purposes, and the student will be encouraged to collect and classify such rock specimens as may be available for the purpose.

A brief outline of the principal historical features of the changes through which the earth has passed as recorded in the successive rock systems, will conclude the work.

TEXT-BOOK—Revised Text-Book of Geology, James D. Dana.

BOOKS OF REFERENCE—Geikie's Text-Book of Geology, Winchell's Geological Studies, Le Conte's Geology.

## MINERALOGY.

PROFESSOR CANTER.

This course is open only to those who have had at least four months' work in inorganic chemistry. One hour per week in the class-room with an appropriate amount of laboratory work during the second half-term, will be required. About one-third of this time is taken up with crystallography, which will be illustrated by a set of crystal models and natural crystals. The remaining time will be devoted chiefly to descriptive and determinative mineralogy. Attached to the laboratory is a museum, which contains a most excellent collection of minerals, including all but the rarer specimens. Recent additions have been made to this, chiefly in the line of supplies of the more common specimens, which will be used in the laboratory. The student will be familiarized with blow-pipe methods and other chemical tests useful in determining minerals, and will be required to apply the knowledge thus gained in determining unmarked specimens. Especial attention will be devoted to such specimens as are of geological or of

economic importance. Practice will also be given in determining minerals by their physical and crystallographic criteria.

TEXT-BOOKS—Minerals, and How to Study Them, E. S. Dana; Tables for the Determination of Common Minerals, Crosby.

REFERENCE BOOK—A System of Mineralogy, J. D. Dana.

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## ASTRONOMY.

PROFESSOR CANTER.

### Course.

This class meets three times a week during the second half-session. The course is a general one, and partly concerns the instruments, methods, and data of practical astronomical work, partly is descriptive of the present state of astronomical knowledge. The work is done by recitations, lectures and observations. The Lutz Observatory, founded by Mrs. M. A. Lutz, in memory of her husband, F. A. Lutz, formerly a trustee of the College, is provided with sextant, transit instrument, a reflecting telescope of five inches aperture, and a refracting telescope of five and a quarter inches aperture, made by Byrne, worked over by Alvan Clark & Sons. This telescope is equatorially mounted, and is provided with driving clock and graduated circles. The facilities of the Observatory are made perfectly accessible to the class. Experimental Physics and Trigonometry are required for admission.

TEXT-BOOK—Holden's Astronomy.

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## PHYSICS.

PROFESSOR WIGHTMAN.

Many additions and improvements have recently been made to the Physical Department, chiefly in the appliances used in the study of sound, light and electricity. For the study of sound, in addition to stock apparatus, there have been obtained tuning-forks, a good siren and a set of organ pipes; for light, projection apparatus for spectrum analysis; in electricity, galvanometers, resistance boxes of most approved pattern, and an excellent X-ray outfit.

### Course.

GENERAL PHYSICS.—Instruction is given in two complementary parts. (a) Recitations. (b) Laboratory Work, extending throughout the year.

(a) **CLASS WORK.**—In recitations the class meets three times a week throughout the year. The course is elementary and general. It embraces: Mechanics of Liquids, Solids, Gases; Sound; Heat; Light; Electricity. Instruction is given chiefly by experimental lectures, and in this way parts of the text-books are largely supplemented. About two hundred and fifty demonstrations are given by the Director.

TEXT-BOOK—Lessons in Elementary Physics, Stewart.

(b) **LABORATORY WORK.**—Two hours a week. In addition to the regular recitations, the student will be required to perform, under the supervision of the Director, as thoroughly as possible, a series of experiments, repeating what was done before him in the recitations, and also performing other experiments which will be assigned to him. He thus, by experience, becomes acquainted with the fundamental laws of matter explained in his text-book.

LABORATORY MANUAL.—Practical Physics, Chute; or Experimental Physics, Ames.

First Year course in Mathematics, or its equivalent, is required for admission to this class.

Five dollars per half-session will be charged as a Laboratory fee.

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## BIOLOGY.

PROFESSOR WIGHTMAN.

The Biological Department occupies a suite of three rooms in Science Hall. These are a lecture-room, a library and office, and a laboratory. The lecture-room is well equipped with modern conveniences. In the library and office are located the working museum and reference library. The laboratory is a large, well-heated and ventilated room, with good illumination. The equipment offers an excellent opportunity for an earnest student to acquire the fundamental principles of Biology. Gas and water pipes are well distributed, a distilling apparatus furnishes an abundance of distilled water, while incubators, microtomes, microscopes, plethysmographs, tambours, sphygmographs, myographs, an artificial heart and blood-vascular system and skeletons, mounted and disarticulated, are some of the appliances used by the student.

### Courses.

Two courses in Biology are offered, each a year in length.



**First Year.**

**GENERAL BIOLOGY.**—The purpose of this course is to survey the living world by the study of typical forms. No attempt is made to develop botanists, zoölogists or physiologists; but the chief aim is to put within the student's grasp a knowledge of the broad principles underlying the structure and physiology of living things by a study of the characteristics of living matter, of the phenomena of growth, development and reproduction, and of comparative anatomy.

The following are some of the topics discussed: The bacteria, including the diseases of plants and animals with their causes and prevention; the principles of hygiene, the digestion and assimilation of food, heredity, the influence of education, and many sociological problems, such as the effect of food and habit on the working power of the race. Instruction is given by means of (a) Lectures, (b) Laboratory Work.

(a) **LECTURES.**—Three hours a week throughout the year. This course will embrace a comparative study of living things—animal and vegetable. Beginning from such simple microscopic organisms as the Yeast plant and the Amœba, the student will be led to consider successively higher types chosen from the great classes of the animal and vegetable kingdoms until he reaches such a complex organism as a common flower, the buttercup, and a typical mammal—the rat or rabbit. The work of the year will include the study of Embryology and phanerogamic Botany. In Embryology the development of the chick will be taken as a type; in Botany special attention will be paid to the methods of collecting, preserving and classifying of specimens.

(b) **LABORATORY WORK.**—Four hours a week throughout the year. Each student is supplied with reagents and instruments and with a table, a microscope, and all apparatus necessary for successful work. About fifteen typical forms are studied. The order of work is from the simpler to the more complex organisms. The principles of microscopy, the handling, staining, mounting and sketching of specimens, and the comparison of one form with another are essential features of the work. About five weeks are given to Embryology. Each student is required to hand in a selected herbarium properly arranged and mounted.

A laboratory fee of five dollars per half session is charged.

One year's work in Physics is required for admission to this course.

**Second Year.**

**COMPARATIVE ANATOMY AND PHYSIOLOGY.**—The aim of this

year's work is to enable the students to become familiar with the principles of Biology manifested in man and the higher animals. In this class, also, instruction will be given by means of (a) Lectures, and (b) Laboratory Work. The lectures will be amply supplemented by suitable demonstrations, and in the laboratory the student becomes acquainted by experience with the details of microscopy and with the methods of experimental physiology. The following synopsis of the course will give an idea of its scope:

(a) LECTURES.—Three hours a week throughout the year. The subjects embraced in this course are—

- (1) Comparative anatomy of mammalia.
- (2) Microscopic anatomy of man and higher animals.
- (3) Physiology and hygiene of man.

(b) LABORATORY WORK.—Six hours a week throughout the year.

(1) Dissection of dog or rabbit. About five weeks are given to this work. Included in it is a study of human Osteology. As guides, Howell's Dissection of the Dog or Parker's Zoötomý and Gray's Anatomy are followed.

(2) Preparation and microscopic examination of the tissues of man and the higher animals. Almost every tissue and organ of the human body is microscopically studied. This work includes the details of microscopic technique as the killing, hardening, imbedding, cutting and staining of preparations, the injection of organs, and the sketching of the sections prepared by the student. Stirling's Histology is used.

(3) Demonstrations and experiments on the physiology of the organs of man and the higher animals. Close attention is paid to the working of muscle, the innervation of the heart, vaso-motor effects, digestion and assimilation, respiration, excretion, and the functions of the central nervous system. Suitable apparatus is at hand for the use of the student. Stirling's Practical Physiology is the basis of work.

A laboratory fee of five dollars per half-session is charged.

For admission into this course one year's work in Chemistry and Physics is required.

#### Preliminary Medical Course.

Randolph-Macon College is in no sense a technical school. Many young men, however, are looking forward to the study of medicine after the completion of their regular A. B. course. To these young men it will be most advantageous to incorporate into their studies all

the courses in Chemistry, Biology and Physics. These studies form the basis of modern medicine. Such a young man will then secure not only the mental development due to systematic collegiate work, but, in addition, will have laid a firm foundation for his professional course.

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## MATHEMATICS.

PROFESSOR SMITHEY.

### I. PURE MATHEMATICS.

The work of this department extends over a period of four years. The courses of the first two years, as given below, constitute the required work. These are designed to give an accurate knowledge of the more elementary branches of Mathematics, and to render their principles effective in developing in the student the power of independent and consecutive thought.

The third year's course is elective for A. B., and gives, when added to the required courses, a working knowledge of Mathematics for those who wish to use it in advanced Physics, Astronomy, Technology, and Economics. It also affords the general student an opportunity to round out his mathematical knowledge with a comprehensive view of the principles and methods of the Calculus.

The fourth year's course is elective for A. M., and is designed for students who have a fondness for Mathematics, and wish to specialize in it or in some of the Mathematical Sciences.

The arrangement of the work of the department is as follows:

#### First Year.

1. ALGEBRA AND DETERMINANTS.—Quadratic equations and simultaneous equations, involving quadratics, theory of quadratic equations, imaginaries, ratio, proportion, variation, progressions, mathematical induction, permutations, combinations, partial fractions, binomial theorem, logarithms, probability. The general theory of determinants, with some of its more important applications. In addition to the regular class-work, written work is required weekly.

First term, daily at 9:15 to 10:15.

TEXT-BOOKS—Bowser's College Algebra, Peck's Determinants.

2. PLANE AND SOLID GEOMETRY.—Comparison and measurement of rectilinear figures, regular polygons and circles, the line and the plane in space, polyhedra, the cone, the cylinder, the sphere and their



measurements, spherical triangles. Numerous exercises. In addition to the regular class-work, written work is required weekly.

Second term, daily at 9:15 to 10:15.

TEXT-BOOK—Wentworth's Plane and Solid Geometry.

### Second Year.

1. PLANE AND SPHERICAL TRIGONOMETRY.—Demonstration of fundamental formulæ, proof of trigonometric identities, the theory and use of logarithmic tables, trigonometric analysis. Much attention is given to the practical solution of triangles, the solution of spherical triangles, and related problems. In addition to the regular class-work, written work is required weekly.

First term : Tuesday, Wednesday, Friday, Saturday, at 8:15 to 9:15.

TEXT-BOOKS—Murray's Plane and Spherical Trigonometry, Murray's Logarithmic Tables.

2. ANALYTICAL GEOMETRY.—Construction of loci, the properties of the point, straight line, circle, ellipse, hyperbola, parabola, discussion of the general equation of the second degree. In addition to the regular class-work, written work is required weekly.

Second term : Tuesday, Wednesday, Friday, Saturday, at 8:15 to 9:15.

TEXT-BOOK—Puckle's Conic Sections.

### Third Year.

1. SURVEYING.—Application of trigonometry to problems in surveying. Field practice with the compass and the theodolite.

Six weeks of first term : Tuesday, Thursday, Saturday, at 11:15 to 12:15.

2. THEORY OF EQUATIONS.—General properties of equations, symmetric functions, transformation of equations, limits of the roots, separation of the roots, elimination, and the solution of numerical equations.

Twelve weeks of first term : Tuesday, Thursday, Saturday, at 11:15 to 12:15.

TEXT-BOOK—Barton's Theory of Equations.

3. PRACTICAL CALCULUS.—This is an elementary course in the Differential and Integral Calculus, containing numerous geometrical and physical applications.

Second term : Tuesday, Thursday, Saturday, 11:15 to 12:15.

TEXT-BOOK—Young and Linebarger's Elements of the Calculus.



## Fourth Year.

1. ANALYTICAL GEOMETRY OF THREE DIMENSIONS.—Treated by lectures.

2. ADVANCED DIFFERENTIAL AND INTEGRAL CALCULUS.

3. DIFFERENTIAL EQUATIONS.

NOTE.—Text-Books for this year's work will be announced later.

## II. APPLIED MATHEMATICS.

While the College does not aim to give students a technical education, yet facilities are afforded by which a knowledge of some of the more useful applications of mathematical principles may be acquired. This is done by a separate year's work in Applied Mathematics. The subjects studied are the following :

1. LAND SURVEYING.—Computation and plotting of areas ; division of areas. Field practice is given with the compass and the theodolite.

TEXT-BOOK—Carhart's Plane Surveying.

2. DESCRIPTIVE GEOMETRY.—Problems of the point, the line and the plane, surfaces—single curved and double curved ; intersections, tangencies, shades and shadows, perspective, isometric projections.

TEXT-BOOK—Church's Descriptive Geometry.

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MORAL PHILOSOPHY.

PROFESSOR EDWARDS.

Every branch of a liberal education has its reason for being. Moral Philosophy holds its place in the list of scholastic studies not simply because of the useful facts which it supplies, but more especially and directly because of the discipline and increased vigor which it gives to the mental faculties. The best results from this study, however, can only be secured by those students who have possessed, at least, good academic advantages.

We divide this course of instruction into two parts, of one year each, with subjects and recitations as follows.

## First Year.

1. PSYCHOLOGY.—This lies at the foundation of the year's work. While the two-fold nature of man, physical and psychical, and the close and intimate relation of each to the other, is fully recognized,

yet the investigation of the physical is limited simply to that which is necessary to a just appreciation of the facts and laws of mind. The text-book is supplemented by lectures from the professor. Four recitations a week.

TEXT-BOOKS—Hill's Elements of Psychology.

REFERENCE BOOKS—Elements of Psychology, Davis; The Perceptualist or Mental Science, Hamilton.

2. LOGIC.—This study is inclusive of Deductive and Inductive Logic. Familiarity with the general facts and principles of the Science and with the laws of the Syllogism is encouraged by frequent reviews and by special work assigned the student from week to week.

TEXT-BOOKS—Gevon's Lessons in Logic.

REFERENCE BOOK—The Theory of Thought, Davis.

3. ETHICS.—Avoiding, as far as possible, the discussion of purely speculative questions, the effort is made to give the student a clear and comprehensive system of morals which will prove of practical service in life.

TEXT-BOOK—Elements of Ethics, Davis.

### Second Year.

1. HISTORY OF PHILOSOPHY.—Beginning with the Greek School of Philosophy and coming down to the present day, the different periods of thought are marked off and their interdependence and relative value in the construction of systems are carefully indicated. Three recitations a week.

TEXT-BOOK.—Weber's History of Philosophy.

2. METAPHYSICS.—Few studies have experienced a more varied fortune than this. At one time it was crowned as the Queen of the Sciences; at another time it has been discarded as altogether vain and profitless; and now, to-day, after years of comparative neglect, it is brought again into prominent notice, and is everywhere accepted as an important factor in the ultimate determination of truth.

In this department as thorough an investigation is given of reality and of the higher problems of speculative philosophy as the limited time allotted to their study will permit.

3. THEISM.—Believing that God is a fact of Philosophy as well as of Theology, and that a knowledge of the arguments upon which His existence is predicated is helpful in the struggle of life, the study of Theism is incorporated into the curriculum of the College and receives careful and thoughtful consideration.

TEXT-BOOK.—Flint's Theism.

## THE ENGLISH BIBLE.

PROFESSOR EDWARDS.

This department has been established with special reference to the needs of students who from any cause are unable to avail themselves of larger and more thorough equipment for the Christian ministry. There are two courses of study, as follows:

**First Year.****1. CHURCH HISTORY.**—Three recitations a week.

TEXT-BOOKS—Outlines of Old Testament History; Cowan's Landmarks of Church History.

PARALLEL READING—Schaff's "Through Bible Lands;" Stalker's Life of Paul.

**2. DOCTRINES OF CHRISTIANITY.**

TEXT-BOOKS—Stalker's Life of Christ; Elements of Divinity (Ralston).

PARALLEL READING—Bernard's Progress of Doctrine in the New Testament.

**Second Year.****1. DOCTRINES OF CHRISTIANITY.**

TEXT-BOOK—Elements of Divinity (Ralston).

**2. HOMILETICS AND PRACTICAL THEOLOGY.**

TEXT-BOOKS—The Ministry to the Congregation (Kern); Wilcox, The Pastor Among his Flock.

PARALLEL READING—Sermons by distinguished divines as appointed by the professor.

Especial emphasis is laid throughout the entire course upon the importance of a thorough knowledge of the Bible and its history; and readiness and accuracy in exegesis are fostered by the constant practice during the second year in the analysis and discussion of texts.

Graduation in this department will be allowed only to students who have passed an approved examination upon the studies embraced in the first course of the School of English.

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**HISTORY.**

Two courses in history are offered, each extending through a period of one year.

COURSE I is designed to give the student a thorough knowledge of the salient facts of general history, to familiarize him with the thought

and life of the past, rather than with the succession of dynasties and their accompanying wars and battles. This course is preparatory to Course II.

The work in Course II is advanced, intensive, rather than extensive. In both courses the "laboratory" method of instruction is to a considerable extent followed; *i. e.*, constant use of the library, of the literature available, is required.

### First Year.

#### FIRST TERM—Ancient History.

1. Greece.—Study of the elements of the early Hellenic civilization; Growth of civil institutions in Greece and the colonies; Politics and Art in the Age of Pericles; Decadence of the Hellenic civilization.

BOOKS USED—Curtius: History of Greece; Holm: History of Greece; Plutarch's Lives.

TEXTS—Oman, Botsford.

2. Rome.—Consolidation of Italy, under the leadership of Rome; The struggles for supremacy and the foundation of the Empire; Rise of the Church and the decadence of the Imperial power; Transfer of the Imperial idea from Rome to the West.

BOOKS USED—Mommsen's Rome; Gibbon's Decline and Fall; Milman's Latin Christianity; Plutarch.

TEXTS—Epochs of Ancient History; Botsford's History of Rome.

#### SECOND TERM—Mediæval and Modern History.

1. Mediæval History.—The Christian missionary movement and the Carolingian Renaissance; Empire and papacy; Feudalism and monasticism; The Crusades and the rise of the power of the cities; Beginnings of Modern States.

BOOKS USED—Guizot's History of Civilization; Lamprecht's Deutsche Geschichte.

TEXTS—Thatcher's Short History of Mediæval Europe and Duruy's History of the Middle Ages.

2. Modern History down to 1815.—Renaissance and Reformation; Catholic Reaction; Absolutism and the Rage for Improvement; Revolutions.

BOOKS USED—Hippolyte Taine: Régime Moderne; Motley: Rise of the Dutch Republic; Prescott: Philip II; Symonds: Renaissance in Italy; Sybel's French Revolution.

TEXT—Duruy's History of Modern Times.

Class meets five times a week.



### Second Year.

COURSE II—English and American History.

FIRST TERM—History of England.—Norman Conquest; Growth of Parliamentary Government; Mercantilism and the Tudors; Religious and Political Revolutions.

BOOKS USED—Freeman's Norman Conquest; Growth of the English Constitution; Green's English People, and Gardiner's Puritan Revolution.

TEXTS—Oman's History of England and Taussig's Documents of English History.

SECOND TERM—History of the United States.—The Founding and Development of the Colonies; Struggle of the English and the French for Supremacy; The Establishment of the Union.

“Division and Reunion.”—Civil War, its Causes and Results.

BOOKS USED—Winsor's America; Epochs of American History; Fiske's Critical Period, and Schouler's United States.

TEXTS—Epochs of American History and MacDonald's School History.

Class meets three times a week.

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### ECONOMICS.

FIRST TERM—Civil Government.—Growth and Development of Civil Institutions; Practical Workings of Government in the United States and England.

BOOKS—Fiske's American Political Ideals; Woodrow Wilson's The State.

SECOND TERM—Political Economy.

BOOKS—John Stuart Mill's Principles of Political Economy; Walker's Political Economy.

Class meets twice a week.

RANDOLPH-MACON HISTORICAL SOCIETY collects letters, old newspapers and documents, and meets once a week for critical study and discussion of special epochs of American history. Particular pains have been taken to have the most important sources at hand. Last session was devoted entirely to the study of the causes of the Revolution of 1800. The society has in view the publication of its papers along with the Bennett Prize essay each year.

The work of the society has been very much advanced by the use of the Bennett History Library.

## PHYSICAL CULTURE.

WM. S. BROWN.

In adding this department to the College, the Trustees had in view two well-established facts:

FIRST. That to maintain the best results in intellectual work, the student must have a healthy, vigorous frame, in order to stand the heavy drain made upon his system by constant mental application.

SECOND. That the period between sixteen and twenty-six years of age furnishes the best opportunity for overcoming hereditary defects, for filling out undeveloped parts of the body, and for building up for the work of life a sound constitution.

To accomplish the first end, students, on entering this department, are divided into classes that meet three times weekly. The instructor sees that they exercise regularly and sufficiently, and yet do not go beyond their strength. The apparatus used for these classes are dumb-bells, clubs, wands, ladders, vaulting-horses, and chest-weights.

The second object is more especially the scientific aim of this department. Each student, on entrance, is measured by the director, and his strength tested in every way by instruments specially made for this purpose. These measurements, compared with the standards taken according to height, show him where he is physically most deficient.

To secure a degree a student must attain an average mark of eighty on the work covering one session.

## EXPENSES.

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The necessary expenses for a student in this College are very moderate.

### I. COLLEGE FEES—FOR HALF SESSION.

Matriculation.....	\$ 7 50
Medical attention.....	3 00
Tuition.....	37 50
Physical Culture, optional.....	2 50
Chemical Laboratory, optional.....	5 00
Biological Laboratory, optional.....	5 00
Course in English Bible free.	

### TERMS OF PAYMENT.

Payment of half-session College fees is required strictly in advance. No deduction in tuition fees will be made except in cases of severe illness disqualifying the student for work, and then only when more than half a term is lost.

### II. BOOKS, BOARD, ETC.

Text-books and stationery can be obtained in the town at or below publisher's list-prices.

The charges for board per month are as follows:

Meals at private boarding-houses, payable monthly..	\$10 to \$12 00
Washing, lights and fuel (estimated)                   “ ..	1 50

Board may be obtained in private families, including furnished rooms, meals, washing, lights, fuel, and servants' attention, for \$13 to \$18 per month. Most of the students room in the College buildings.

A mess-hall will furnish meals to students at about \$8 per month.

### RECAPITULATION.

The necessary expenses per half-session for board, washing, lights, fuel, matriculation fee, medical fee, and tuition fees (about).....	\$100 00
The privileged students (see next page).....	57 50

This is the least possible amount required, exclusive of books, clothing, pocket-money and traveling expenses.

DAMAGES.—Any student who may commit damage to the property of the College is expected to report the same and pay the cost of repairs.

In the case of unreported damages, the cost of repairs may be assessed, as a damage fee, upon the whole body of students.

**PRIVILEGED STUDENTS.**—All students preparing for the ministry are exempt from tuition fees, but are required to pay their matriculation and medical fees. Such students are required to bring the recommendation of the Local Board of Education of the pastoral charge to which they belong, and to give bonds for the payment of their tuition fees in two years after leaving college, which become payable on their failure to devote themselves to the ministry. The sons of itinerant ministers of the Virginia and Baltimore Conferences of the Methodist Episcopal Church South are also educated without charge for tuition.

**DEPOSITARY.**—We advise parents or guardians to deposit with the Treasurer, by draft, check, post-office order or registered letter, the amount of money needed to meet the regular expenses of a student for tuition fees, books and board. *Moneys, except for these objects, will not be received by the Treasurer.* It will then be readily known at home whether a young man is economical or extravagant in his expenditures.

We ask special attention to this item.

**ROOMS AND FURNITURE.**—Rooms in the College buildings are furnished free of rent, but all furniture must be provided by the student. This can be obtained in Ashland new, or more economically, by purchase from some retiring student. Rooms may be engaged in advance.

#### Aid Funds and Scholarships.

**THE ROBERT J. ANDERSON MINISTERIAL AID FUND.**—This fund, consisting of \$2,000, was given by Mr. A. H. Anderson, of Greenbrier county, West Virginia, in memory of a son who died in early manhood. The money is loaned to students for the ministry of the Methodist Episcopal Church, South—the borrower giving a note which begins to bear interest at the close of his college course.

**THE MINNIE A. WINCH MINISTERIAL AID FUND.**—By the will of Mrs. M. A. Winch, a Christian woman rich in good works, the sum of \$1,000 was given for the benefit of students for the ministry and sons of ministers at the College. The money is loaned to approved applicants.

**THE A. G. PRITCHETT MINISTERIAL AID FUND.**—The dividend from this fund, amounting to \$100 per annum, is loaned to any young man studying for the ministry nominated by Mr. John Inge Pritchett,



its founder, or in case he fails to nominate, to some worthy applicant, preference being given to one from Pittsylvania county, Va.

THE R. S. PAULETT MINISTERIAL AID FUND is loanable on the same terms as the Anderson Fund.

THE I. N. VAUGHAN MEMORIAL LOAN AND AID FUND.—This fund, consisting of \$25,000, was established through the liberality of Mrs. Emma Lee Vaughan, in memory of her husband, the late Isaac Newton Vaughan, of Hanover county, Va., a generous friend and patron of the College. The annual income of the fund is to be used in scholarships and loans, for the benefit of students who may need such assistance, preference being given to young men of Hanover county. The Vaughan Scholarship aids the recipient annually to the amount of his tuition fees—that is, seventy-five dollars.

#### OTHER SCHOLARSHIPS

Are offered to deserving young men who need assistance. These will save the recipient fifty-five dollars.

All applicants for scholarships must be satisfactorily certified :

1. As needing the benefit, on account of want of means.
2. As fitted and prepared for the regular College course.
3. As studious young men, of good moral character and habits.

N. B.—Applications for scholarships should be made as early as practicable, and should be addressed to Richard Irby, Secretary and Treasurer, who will lay the same before the Executive Committee for consideration and award.

#### ENDOWMENT.

Very considerable additions have in latter years been made to the endowment funds of the College, enabling us to offer increased facilities to the young men who are seeking to prepare themselves for useful and successful lives. Contributions to this fund are investments which will yield rich returns in the benefits conferred on the youth of our own generation and of those who shall come after, and through them on Church and State. It is hoped that those who contemplate such benefactions will embrace the present occasion, when special effort is being made to increase the endowment, and when their example will encourage and stimulate others, and thus multiply the gift. Correspondence upon this subject is solicited by the President.

We would also call the attention of those who desire, by legacy, to

advance the cause of Christian Education, to the advisability of placing their contributions with an institution of established character and permanent and extended field of usefulness. Every addition to its attractions makes preceding gifts more valuable, and the new contribution is in turn more useful because of the foundation laid by previous benefactions. There is no danger that, from insufficient support, the donation may fail to accomplish its beneficent purpose.

FORM OF LEGACY.—“I give and bequeath to the Trustees of Randolph-Macon College, at Ashland, Virginia, the sum of —— dollars, for the benefit of said Institution.”

Gifts of real estate should be made to “The Trustees of Randolph-Macon College,” and attested as similar deeds of gift in other cases.

✎ Applications for rooms, or for further information with regard to the College, should be addressed to Capt. Richard Irby, Secretary and Treasurer, Ashland, Va.

## CALENDAR.

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### COMMENCEMENT EXERCISES, JUNE, 1901.

#### *Sunday, June 16.*

- 11 A. M., Annual baccalaureate sermon by Rev. John Hannon, D. D., Richmond, Va.
- 8 P. M., Sermon before Y. M. C. A. of the College, by Rev. J. T. Wightman, D. D., Baltimore, Md.

#### *Tuesday, June 18.*

- 10 A. M., meeting of Board of Trustees.

#### *Wednesday, June 19.*

- 11 A. M., contest for Sutherlin Medal for Oratory.
- 8 P. M., address before the Alumni Society by Hon. J. H. Holt, Huntington, W. Va.

#### *Thursday, June 20.*

- Annual Commencement address by Dr. Ira Remsen, of Johns Hopkins University, Baltimore, Md.
- Conferring degrees on graduates.
- 8 P. M., celebration of the Washington and Franklin Literary Societies.

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### THE ANNUAL DEBATES.

Friday, April 4, 1902, 8 P. M., public debate of Washington Literary Society.

Friday, April 11, 1902, 8 P. M., public debate of Franklin Literary Society.

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### FOR SESSION OF 1901-1902.

The session is divided into two terms, with no vacation between them.

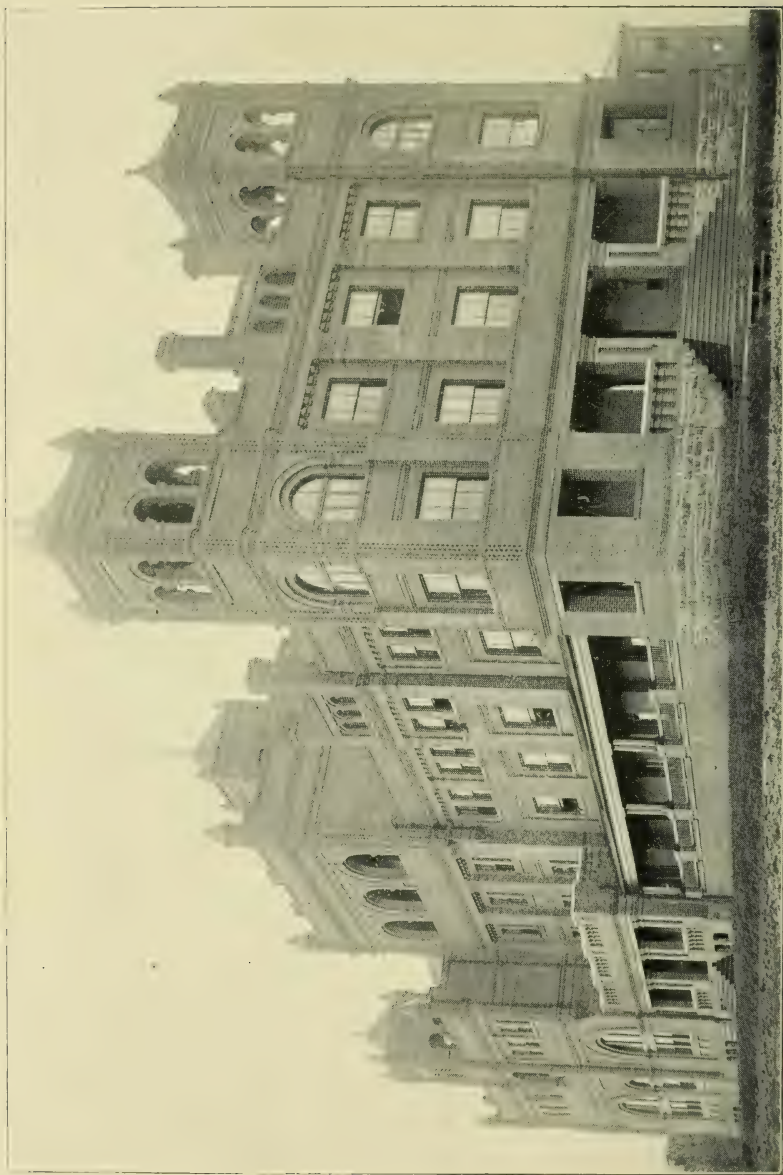
Thursday, September 19, 1901, first term begins.

Thursday, February 5, 1902, second term begins.

Thursday, June 19, 1902, session closes.

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RANDOLPH-MACON ACADEMY, FRONT ROYAL, VA.

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# Randolph-Macon Academy

FRONT ROYAL, VIRGINIA.

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*NINTH SESSION.*

1900-1901.

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ANNOUNCEMENTS FOR

1901-1902.

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## OFFICERS OF INSTRUCTION AND ADMINISTRATION.

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CHARLES L. MELTON, A. M.,  
PRINCIPAL.

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### INSTRUCTORS:

CHARLES L. MELTON, A. M.  
MRS. C. L. MELTON.  
JAMES T. PORTER, A. M.  
BOYD A. WISE, A. M.  
J. FRED MESSICK, A. B.  
GEORGE LAFAYETTE BRADFORD, A. M.  
MISS KATIE M. BUCK.

### DIRECTOR OF PHYSICAL CULTURE:

J. FRED MESSICK, A. B.

### TREASURER:

E. D. POULTON.

### PHYSICIAN:

M. L. GARRISON, M. D.

### MATRON:

MISS SALLIE A. GILKESON.



## MATRICULATES.

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NAME.	PARENT OR GUARDIAN.	STATE.
Allen, Harry Guilford.....	F. W. Allen.....	West Virginia
Barnhart, Walter Wilson.....	H. G. Barnhart.....	Virginia
Bishop, Crawford Marson.....	W. G. Bishop.....	Maryland
Bowman, Walter Marvin.....	T. J. Bowman...	West Virginia
Bready, Gordon.....	G. R. Bready.....	West Virginia
Briscoe, Norman Butler.....	J. F. Briscoe.....	Virginia
Browning, George Preston.....	T. E. Browning.....	Virginia
Caldwell, Ellis Ames.....	Dr. C. T. Caldwell.....	District Columbia
Carter, Keith.....	Rev. D. W. Carter, D. D.....	Cuba
Cobb, Norvell Hendrix.....	Miss E. S. Jones.....	District Columbia
Cook, Henry Lane.....	H. L. Cook.....	Virginia
Cook, Charles Wythe.....	H. L. Cook.....	Virginia
Cooley, Jacquelin Smith.....	S. W. Cooley.....	Virginia
Curd, Thomas Henry Shelton.....	J. H. Curd...	Virginia
Dalton, Talbot Percy.....	Rev. T. S. Dalton.....	Virginia
Davis, Warren Jett.....	Mrs. S. M. Davis.....	Virginia
Dear, Samuel Brock McGregor.....	C. H. Dear.....	Virginia
DuLaney, Stephen Joseph Lester ...	Rev. J. H. DuLaney, D. D.....	Maryland
Farrier, Lecher Walter.....	R. W. Farrier.....	Virginia
Hammond, Frank Garland.....	Rev. W. G. Hammond.....	Virginia
Hedrick, James Bernard.....	Dr. J. B. Hedrick.....	Virginia
Hope, Lyell Anderson.....	Mrs. E. M. Nettleton.....	Virginia
Hoskinson, James Duncan.....	A. W. Hoskinson.....	Virginia
Huddleston, David Franklin.....	A. E. Huddleston.....	West Virginia
Hulfish, David Nicholas.....	E. Worth Hulfish.....	Virginia
Hull, George Forest.....	Joseph Hull.....	Virginia
Jack, James Monroe.....	C. P. Jack.....	West Virginia
Jones, Thomas Russell.....	Hon. C. P. Jones.....	Virginia
Keith, George Gordon, Jr.....	G. G. Keith.....	Virginia
Keith, John Pickerell.....	G. G. Keith.....	Virginia
Kinzer, John Marvin.....	Rev. H. W. Kinzer.....	Virginia
Lee, George Washington.....	Mrs. G. W. Lee.....	Virginia
Lemley, Harry Jacob.....	J. H. Lemley.....	Virginia
Long, Leonard Watson....	Mrs. C. A. Long.....	Virginia
Lowry, Harold Lewis.....	M. K. Lowry.....	Virginia
Macatee, Walter Roy.....	Capt. C. A. Macatee.....	Virginia
Maloney, Roger Quarles Mills.....	Mrs. N. B. Maloney...	District of Columbia
McClintic, Clifton Forest.....	Mrs. L. J. McClintic.....	West Virginia
McCoy, WmArthur.....	Richard McCoy.....	Virginia
Millar, Samuel Rolfe, Jr.....	Dr. S. R. Millar.....	Virginia

NAME.	PARENT OR GUARDIAN.	STATE.
Miller, Thomas Dudley.....	J. A. Miller.....	Virginia
Moffett, Robert Edward.....	C. H. Moffett.....	Virginia
Nettleton, George Edward.....	E. M. Nettleton.....	Virginia
Newman, Edgar Walton.....	Judge E. D. Newman.....	Virginia
Payne, Olin Jerome.....	G. H. Payne.....	Virginia
Phares, Ernest Newton.....	Byron Blakemore.....	Virginia
Phares, Kirtly Johnson.....	Byron Blakemore.....	Virginia
Potter, Charles Waddell... ..	Rev. C. L. Potter.....	West Virginia
Rhodes, Charles Aby.....	S. F. Rhodes.....	Virginia
Rhodes, John Isaac.....	S. F. Rhodes.....	Virginia
Roszel, Stephen Samuel.....	G. A. Roszel.....	Virginia
Samuels, Herbert Gordon.....	Mrs. K. Samuels.....	Virginia
Snyder, Burwell Cameron.....	D. W. Snyder.....	West Virginia
Stump, Parran Morgan.....	Rev. J. P. Stump.....	Virginia
Tabler, Melvin Thomas.....		Maryland
Tuckwiller, Frank Watts.....	David Tuckwiller.....	West Virginia
Tuckwiller, Jesse Ray.....	David Tuckwiller.....	West Virginia
Tuckwiller, Samuel Slater.....	David Tuckwiller.....	West Virginia
Vandevander, Albert.....		West Virginia
Vandiver, John Arnold.....	J. W. Vandiver.....	West Virginia
Walters, Thomas Burton.....	J. M. Walters.....	Virginia
Walton, Clyde Eby.....	Hon. M. L. Walton.....	Virginia
Warfield, Marshall Gordon.....	A. A. Warfield.....	Virginia
Whitmore, Fielden Bradford.....	Fielden Whitmore.....	Virginia
Wood, Charles Dudley.....	J. W. Wood.....	Virginia
Wyant, Edward Cleveland.....	D. W. Wyant.....	Virginia
Yancey, Frank Winsborough.....	Capt. W. B. Yancey.....	Virginia

## HONORS.

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### ROLL OF HONOR, JUNE, 1900.

The following students of the session of 1899-1900 completed all the work assigned them for the year *with distinction in each class*, and are entered on the records of the Academy as constituting the Roll of Honor for that session:

Bishop,	Hope,	Rust,
Bowen, O.,	Hughes, T. E.	Spilman,
Curd,	Jones,	Tuckwiller, F. W.
Fadely,	Lemley,	Weaver,
Grove,	Macatee,	Whitmore, J. H.,
Herr,	Maloney,	Whitmore, O. M.
Hitt,	Poling.	

SPECIAL SUCCESS.—The following students of the session of 1899-1900 having passed all their examinations with an average mark of ninety-five per cent., or over, are deserving of special mention:

Grove,	Rust,
Hitt,	Tuckwiller, F. W.

### MEDALISTS.

#### SESSION OF 1899-1900.

Declaimer's Prize.....	L. W. Farrier
Debater's Medal.....	H. M. Fadely
Orator's Medal.....	George Macatee

### ATHLETICS.

#### SESSION OF 1899-1900.

All-round Champion.....	H. L. Cook
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STUDY HALL, RANDOLPH-MACON ACADEMY.

## ANNOUNCEMENTS.

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### GENERAL INFORMATION.

**The Field.** RANDOLPH-MACON ACADEMY is conducted by Randolph-Macon College, Ashland, Va., which for seventy-one years has held a prominent position among the institutions of learning in the South. The Academy, through the liberality of the people of Warren county, Va., was established by the Board of Trustees of the College, as an effort at a distinct advance in educational enterprise in the South.

Choosing for it the field between the preparatory home school and the real college course, the Board purposes to prepare youths for college or university, under discipline appropriate to their years and maturity, and under the most wholesome moral influences.

In view of the fact, however, that a majority cannot, or will not, prosecute their education to a college degree, and that their entire educational preparation for life will be completed at the Academy, there have been added to those studies strictly required for satisfactory entrance at college such extensions or practical applications of the previous work as are deemed best adapted to complete their equipment for business life.

**The Purpose.** Believing this to be a most important work, and worthy of as much care and effort as that of a college or university, the projectors of the Randolph-Macon Academy determined to plan an institution to do it as perfectly as human fallibility would allow. The question of expense was not allowed to thwart their purpose. The garment was not to be "cut according to the cloth," but cloth was to be procured sufficient to make the desired garment. An Academy was to be built which would lack nothing that seemed important for the work proposed. They undertook to find, not merely a good site, but the best that patient study of desirable locations in Virginia should disclose; to secure not merely a good plan, but the best the architectural talent of the United States could furnish; to have the buildings erected in the best possible manner; to

arrange a plan of instruction and administration thoroughly adequate to the end proposed; and to provide, with all the resources at their command, the best corps of instructors to carry out their purposes of making an ideal school.

**Location.** The Academy is situated at Front Royal, Va., at the foot of the Blue Ridge Mountains, within half a mile of the Shenandoah River, and in the heart of the famous Valley of Virginia. The town stands at the intersection of the Norfolk & Western Railroad and of the Manassas Branch of another great system, the Southern Railroad. Both these roads connect also, at short distances from Front Royal, with the main line and the Valley Branch of the Baltimore & Ohio Railroad, viz., at Shenandoah Junction and at Strasburg, Va. It is thus easy of access from all directions, and near to a number of centers of population, being only 78 miles by rail from Washington, D. C.; 118 miles from Baltimore, Md.; 60 miles from Harrisonburg, Va.; 80 miles from Staunton, Va.; 177 miles from Roanoke and Salem, Va., and only 19 miles from Winchester, Va. The region in which it is situated is one of the finest in the world, both for health and for beauty of scenery, and is rich in historic interest. The grounds comprise eighteen and a half acres. In their midst, the Academy stands on an eminence, selected for its commanding view of a noble landscape of mountain, river, and valley; and for its complete drainage in every direction, and its abundant supply of fresh, pure air and water. *Among the hundreds of students, officers, teachers, servants, etc., in the Academy, there have been but few cases of dangerous illness during the nine sessions of its existence.* The town of Front Royal, on whose edge it stands, with a population estimated at 1,800, has long been known as the home of an eminently moral and religious population, possessed of much culture and refinement. The same is true of its sister town, Riverton, about a mile and a half away. Both of these towns forbid the licensing of the sale of liquor, and, therefore, have not a single saloon or bar-room within their limits. There are churches of various denominations in the town, in which religious services are held every Sunday.

**The Building.** Our visitors are invariably struck with surprise and admiration at the building and its site. Our best advertisement is for every one to come and see for himself. From many commendations received, we select the following testimonials:

Bishop J. S. Key, of the M. E. Church, South, says: "It is the



most perfect school building I have ever seen." Bishop E. R. Hendrix says: "I wish to say the same of the building as Bishop Key." The *Baltimore Sun*: "The buildings for the school are perhaps the most imposing of any in the northern part of Virginia." The *Baltimore Episcopal Methodist*: "In our judgment, the whole of the lovely 'Valley of Virginia' could hardly have furnished another spot of equal fitness. The superb building—beyond doubt the unrivaled Academy of our country in its symmetry and architectural beauty—could hardly be improved, and no appliance for convenience and comfort has been omitted." The *Baltimore American* calls it "A magnificent building, believed to be the finest Academy building in the South—a credit to the town of Front Royal and an educational advance of great value to the State." The *Richmond Christian Advocate* says: "The splendid pile, surmounting a plateau, commands a horizon embracing matchless and picturesque scenery—the Blue Ridge, the rivers of the Shenandoah Valley, the nooks of mountains, the meadows of the great Valley of Virginia for leagues—till the red clover is fringed by the rim of the circling and shining sky."

**Special Features.** 1. THE STUDY HALL, 60x65 feet, 24-foot pitch, with single "Cleveland" desks, is believed to be the finest in the United States. Here all recitations are prepared. A teacher presides to preserve order and assist the students in this preparation, during which no classes are heard in the room. From this hall doors open into eight recitation rooms.

2. THE LARGE SEMI-BASEMENT ROOM beneath the Study Hall, 60x65 feet, was designed simply as a great play room, for healthful sport in rainy, muddy, wintry weather.

3. THE PHYSICAL CULTURE WING in the Academy is a building 40x80 feet, containing a Gymnasium, with "Sargent" apparatus, bath-room, with hot and cold water, lockers, etc., all in charge of a specially-trained director, who conducts the exercises on scientific principles to develop the body of the student and to give it robustness, symmetry and grace.

4. THE WATER ARRANGEMENTS supply hot and cold water throughout the building; fire-plugs and hose to reach every room on each floor.

5. THE HEATING is done by steam, and fresh, warm air is driven by a fan through the house, ventilating as well as heating, by a system adopted for the United States Capitol at Washington, and considered the best known to our times.



6. THERE IS NO NEED OF AN OIL LAMP IN THE HOUSE. More than three hundred Edison incandescent electric lights illuminate the building from basement to garret. This light is steady and uniform, and has been found, by actual test, to be an excellent one for students. The fact that there will be no smoking wicks nor dingy chimneys to strain the pupil's eyesight, nor exploding lamps to endanger his life, is of great interest to parents. There is no need of kerosene or match in the building.

7. THE DORMITORIES are high-pitched, airy rooms, each, without exception, with windows opening to the outside air and sunlight. Only two students occupy a room, and each has his separate bed. Special infirmary rooms are provided. Each student-room is furnished with a good oak set—two single bedsteads, beds and pillows, a bureau, washstand and chairs. Pupils furnish their own blankets, sheets, pillowcases and towels.

8. THE DINING HALL is 40x60 feet, with pantries and store-rooms adjoining, and the kitchen is fitted with a large "French" range. The fare is abundant, wholesome, sufficiently varied, properly cooked, nicely served.

9. THE YOUNG MEN'S CHRISTIAN ASSOCIATION HALL is among the largest and handsomest rooms in the building. Prominence is given this most valuable organization in the school work.

10. THE PARLOR, RECEPTION AND READING ROOMS on the first floor, sufficient to hold all the students at once, show that the social life is not neglected.

**Plan.** Two important special features of this school are:

1. *Large classes are divided and heard in sections of not more than fifteen pupils.*

2. *An extra teacher presides in the Study Hall to preserve order and assist students in the preparation of their lessons.*

The division of classes into sections (requiring more teachers) and the employment of additional teachers for the supervision of the Study Hall add to the cost of conducting our school, but are necessary to the best results.

**Principles of Government.** Without firm discipline, based on strong and clear convictions of right, and administered in the spirit of kindly sympathy, no boarding-school deserves to succeed. The rules of Randolph-Macon Academy are few, and only such

as are necessary to the well-being and success of the student. They are enforced with impartial certainty.

**Conscience and Honor Cultivated** Formal rules are not relied upon for the regulation of moral conduct. Reverence for God and trust in Him are presented as the foundations of character, and the day's work is begun and ended with worship, which all attend. In morals the broad, general principle that every student is to be a young gentleman of honor, truthfulness, and absolute honesty is insisted upon. To develop and foster this spirit among the students, to make the moral atmosphere not only wholesome but invigorating and uplifting, is the first and greatest aim of the Principal and his associates. Self-government is encouraged so far as is compatible with good order.

**The Persistently idle or vicious excluded** If any pupils are found to be obstacles to this result, earnest efforts will be directed to their reformation, but will not be long continued if satisfactory results do not show themselves. The contamination of many will not long be risked for the sake of one, and a vicious or idle pupil who cannot be moved to honest effort at self-improvement in a few weeks after his entrance, will be returned to his home, where his influence may be less injurious. Brilliant success is not demanded of pupils, but honest effort is insisted upon.

Lest anyone should be overlooked, each teacher has special oversight of a portion of the pupils, and is responsible for their diligence in study and propriety of conduct.

**Minor Rules of Order.** Under the general principles outlined above, such specific regulations as may be necessary to good order and good work are prescribed, and kind but effective measures are taken to secure obedience. Offenses against morals are put upon a different basis from thoughtless violation of order or lapse of punctuality. Honor and truth are held sacred, and constantly magnified in the management of the school.

The proper object of disciplinary regulations in schools is not simply nor chiefly the preservation of order, but the formation of correct habits and the establishment in the student's heart of right principles of action. *Character* is the chief product of education.

**Rolls of Honor.** Students conforming to all the rules of conduct and order are honored in reports and by other marks of approbation and confidence. Those whose diligence in study enables them to reach a high grade of scholarship are recorded on the Roll of Honor for Study.

**Don't.** Parents are requested not to supply students with excessive amounts of pocket-money. A small regular monthly allowance is helpful; an unlimited supply is ruinous. The sending of boxes with rich food, sweets, etc., should be confined to rare occasions. The ensuing frolic is generally at the expense of health and of progress in study. Correspondence with the Principal should be direct and not through the student.

**Reports.** Reports of the conduct and progress of students are sent to their parents or guardians at stated periods during the session.

**Literary Societies.** Two Literary Societies organized among the students offer incentives and present opportunities for the acquirement of skill in public speaking. Medals and public honors are awarded by them on the public day at the close of the session.

A branch of the College Young Men's Christian Association has been organized and successfully conducted in the School. Regular weekly meetings are held in their commodious room.

**Athletics.** Besides the large and well-equipped gymnasium and wet-weather play-room, ball-grounds and tennis-courts offer full vent for youthful spirits and vigor. The exercises of "Field Day" are enjoyed by great crowds, and the exploits of the competing athletes are remembered by students with the admiration which always attaches to manly force and skill. For voluminous information on these subjects, apply to any student.

## THE COURSE OF INSTRUCTION.

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This was fixed originally, after the most careful consideration, by the faculty of Randolph-Macon College, assisted by the practical suggestions of able and experienced teachers of preparatory schools. It has since been carefully revised, and has received such improvements from time to time as further experience has suggested. The suggestions of the "Committee of Ten" are given due consideration and weight.

The course embraces:

1. PRIMARY STUDIES.—Reading, Writing, Spelling, Geography, English Grammar.
2. HISTORY.—United States, England, France, Greece, Rome, Bible History.
3. LANGUAGES.—English, Latin, Greek, French, German (preparatory to college classes).
4. MATHEMATICS.—Arithmetic, Algebra, Geometry, Determinants.
5. SCIENCE.—Elementary courses of Natural History, Botany, Physical Geography, Physiology, Physics, Chemistry.
6. PHYSICAL CULTURE.—Sargent system: Gymnastic Apparatus and drills.

These subjects are distributed over a period of four years, the classes in succession being known as First Form, Second Form, etc. The student completing the Third Form is prepared to enter college. Special reasons may prevent that or may make it desirable for him to remain longer at the Academy. For such the Fourth Form offers a concluding course. Students are assigned after conference to the forms for which they are prepared, and may take parts of different forms when unequal preparation calls for it. Many enter as high as the Third Form, but all who thus apply for advanced work must be prepared to show a sound knowledge of the subjects taught in the preceding forms.

The work by classes and by courses is given below.



## I. CLASSES AND TEXT-BOOKS.

FIRST FORM.—*Orthography*: Swinton's Word Book, Part I. *Penmanship*: Lessons by Instructor. *English*: Swinton's English Grammar, Composition. *Mathematics*: American Comprehensive Arithmetic. *History*: Montgomery's England, Montgomery's American History. *Science*: Bert's First Steps in Science. *Latin*: Bennett's Foundations of Latin, Scudder's Gradatim. *Physical Culture*: Gymnasium and Drill.

SECOND FORM.—*Orthography*: Swinton's Word Book, Part II. *Penmanship*: Lessons by Instructor. *English*: Lockwood's Lessons in English, Select Readings, Whitney's Essentials. *Mathematics*: Wentworth's New School Algebra, Hornbrook's Concrete Geometry. *History*: Myer's Eastern Nations and Greece, Allen's Rome. *Science*: Hinman's Eclectic Physical Geography, Martin's Briefer Course in Physiology. *Latin*: Cæsar, Bennett's Grammar, Bennett's Latin Composition. *French* (optional): Whitney's French Grammar, Joynes's French Reader. *Physical Culture*: Gymnasium and Drill.

THIRD FORM.—*Etymology*: Swinton's Word Analysis. *Penmanship*: Lessons by Instructor. *English*: Genung's Outlines of Rhetoric, Bain's Higher English Grammar, Selected Classic. *Mathematics*: Philips and Fisher's Plane Geometry, Wentworth's College Algebra. *History*: Smith's Bible History. *Science*: Carhart and Chute's Physics. *Latin*: Cæsar, Bennett's Grammar, Daniell's Latin Composition. *Greek* (optional): White's First Greek Book, Colson's First Greek Reader. *German*: Whitney's Brief German Grammar, Whitney's Introductory German Reader. *French* (optional): Tableaux de la Révolution Française, Le Romantisme Française. *Physical Culture*: Gymnasium and Drill.

FOURTH FORM.—Selections from the following courses: *English*: Genung's Complete Rhetoric, Genung's Rhetorical Analysis, Selected Classics. *German*: Whitney's Grammar, Selections from Storm, Heyse, Stern, etc. *Latin*: Cicero's Orations, Ovid, Vergil's *Æneid*, Gildersleeve's Latin Grammar, Daniell's Latin Composition. *Mathematics*: Advanced Arithmetic, Wentworth's College Algebra, Philips and Fisher's Solid Geometry, Peck's Determinants. *Psychology*: Steel's Rudimentary Psychology. *Science*: Remsen's Elementary Chemistry and Laboratory Manual, Civil Government, Political Economy. *Review* of subjects in other forms, in which the student is deficient or desires to attain special proficiency.

It should be stated that the text-books named in the above are subject to change should the teachers in charge find better ones before the opening of the session. They are given only to indicate more clearly the character of the work required in each form.

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## II. OUTLINE OF COURSES.

### I. ORTHOGRAPHY.

There are three classes in Orthography. Each class recites five times a week. The course is begun with the simplest words in the language. Careful attention is given to pronunciation, and to definition. In the third and fourth years the more difficult words are studied, a careful study of words derived from Latin, Greek, and Anglo-Saxon completing the course.

TEXT-BOOK—First and Second Years: Swinton's Word Book.

Third Year: Swinton's "Word Analysis."

### II. PENMANSHIP.

Lessons in Penmanship are given by an instructor. The principles are studied, and every student is required to copy daily from assigned exercises. As an encouragement to diligence, the students are given the privilege of exemption from practice as soon as they acquire a fixed legible style, satisfactory to the instructor.

### III. ENGLISH.

Randolph-Macon College was the pioneer of the advanced study of English in the South. The same rigid work in preparatory studies formerly done at the College is required at the Academies. There are four classes. Each recites five times a week.

FIRST YEAR.—Students are started in the Parts of Speech, and, during the entire year, are taught grammatical analysis. They are required to write weekly exercises.

TEXT-BOOKS—Swinton's English Grammar; Whitney & Lockwood's English Grammar.

SECOND YEAR.—Having completed satisfactorily the work of the first year, students take up the study of the sentence. Constant practice in analysis is required, and the leading principles of Syntax are

mastered. Letter writing and work in original composition receive careful attention, and each student has to write at least one exercise a week. Those exercises are corrected, returned and discussed before the class. Parallel reading will be such as "Stories of the Old World" (Church), "Tales from Shakspeare" (Lamb).

TEXT-BOOKS—Lockwood's Lessons in English; Whitney's Essentials of English Grammar.

THIRD YEAR.—Students continue the study of Analysis, taking up the more difficult constructions. Careful attention is given to the study of the Participle of the Infinitive, and of Elliptical Constructions. Scott's "Ivanhoe" and "Kenilworth" are used as parallel. "Lady of the Lake" studied for analysis.

TEXT-BOOKS—Genung's Outlines of Rhetoric; Bain's Higher English Grammar; Lady of the Lake.

FOURTH YEAR.—Students complete the work of analysis, analyzing Shakspeare. Rhetoric is continued, together with rhetorical analysis of select prose. One hour a week is devoted to a study of Shakspeare's plays. Each student is required to write a weekly exercise. The Second term is devoted to practical work in composition, and careful attention is given to the development of style. In addition to this, an elementary course in American Literature is given. The parallel reading is prescribed in Requirements in English for admission to American colleges: Dryden's Palamon and Arcite, Pope's Illiad, De Coverley Papers in Spectator, Goldsmith's Vicar of Wakefield, De Quincey's Flight of a Tartar Tribe, Cooper's Last of the Mohicans, Southey's Life of Nelson, Tennyson's Princess, Lowell's Vision of Sir Launfal.

TEXT-BOOKS—Genung's Practical Rhetoric; Genung's Rhetorical Analysis; Pancoast's Introduction to American Literature; Milton's Paradise Lost (Books I-III), Burke's Speech on Conciliation with the Colonies; Macaulay's Essays on Milton and Addison; Hudson's edition of Shakspeare's King John, King Richard II, and Macbeth.

#### IV. LATIN.

This is regarded as a foundation study for mental discipline, and is most carefully taught. In the lower classes there is constant drill in forms, and frequent written exercises are prescribed. As the students advance, they are drilled in Syntax and in analysis of texts read. There are four classes. Each recites five times a week.

FIRST YEAR.—Thorough study of forms, and reading.

TEXT-BOOKS—Bennett's Foundations of Latin; Seudder's Gradatim.

SECOND YEAR.—Review of Forms, Elementary Syntax, reading and exercises.

TEXT-BOOKS—Bennett's Grammar; Bennett's Latin Composition; Scudder's Gradatim; Cæsar (Kelsey or Allen & Greenough).

THIRD YEAR.—Review of previous work, Syntax completed, reading and exercises.

TEXT-BOOKS—Bennett's Grammar; Daniell's New Latin Composition; Kelsey's Cæsar's Gallic War; Scudder's Sallust's Catiline; Cicero's Orations (Kelsey).

FOURTH YEAR.—Syntax review, reading and exercises.

TEXT-BOOKS—Gildersleeve's Grammar; Daniell's New Latin Composition; Ovid (Gleason); Cicero's Orations (Kelsey); Vergil's Æneid (Comstock or Greenough & Kittredge); White's English-Latin Dictionary.

## V. GREEK.

Greek is taught but one year. Thorough drill is given in forms. The principles of accent and of contraction, and a general course in Syntax, are carefully taught.

TEXT-BOOKS—White's First Greek Book; Colson's First Greek Reader; Classic Myths (Gayley).

## VI. GERMAN.

There are two classes in German. Each class meets five times a week.

FIRST YEAR.—The forms are mastered and the elements of Syntax are studied and applied in weekly exercises.

TEXT-BOOKS—Whitney's Brief Grammar; Whitney's Introductory Reader.

SECOND YEAR.—Syntax is studied in detail, and exercises are written weekly. Reading is continued. In the second term special attention is given to the history and to the etymology of the language.

TEXT-BOOKS—Whitney's Grammar; Schiller's "Wilhelm Tell;" "Immensee" (Storm); "L'Arrabbiata" (Heyse); "Geschichten Von Rheim" (Sterne).

## VII. FRENCH.

There are two classes in French. Each class meets five times a week.

FIRST YEAR—Forms are mastered and special attention is given to pronunciation and to translation. Exercises are written weekly, and selections from various authors are read.

TEXT-BOOKS—Whitney's French Grammar; Joynes-Otto's French Reader.



SECOND YEAR.—Grammar is completed. Exercises weekly. In the second term, outlines of the history and of the literature of the language are given. Special attention is given to reading and writing French.

TEXT-BOOKS—Whitney's Grammar ; Tableaux de la Révolution Française; La Mare au Diable (Sand); L'Abbé Constantin (Halévy).

### VIII. MATHEMATICS.

This is the foundation study peculiarly suited to develop the reasoning faculties, and most careful attention is given to this subject in all the branches taught. The most thorough work is required in each lower class, as the condition of entrance into a higher. Original work is required both in class and in examinations. There are four classes. Each recites five times a week.

FIRST YEAR.—American Comprehensive Arithmetic.

SECOND YEAR.—Wentworth's School Algebra, Hornbrook's Concrete Geometry.

THIRD YEAR.—Philips and Fisher's Plane Geometry, Wentworth's College Algebra.

FOURTH YEAR.—Wentworth's College Algebra (completing Logarithms, Series, Permutations, Combinations, Probability, and Solution of Higher Equations), Peck's Determinants, Philips and Fisher's Solid Geometry.

### IX. SCIENCE.

To develop habits of observation, a liberal course in Science is given; and, as far as possible, laboratory work is required in the more advanced classes. There are four classes. Each recites five times a week.

TEXT-BOOKS—First year : Bert's First Lessons in Science. Second Year: first term, Hinman's Eclectic Physical Geography ; second term, Martin's Physiology (briefer course). Third year : first and second terms, Carhart and Chute's Physics, Observation Blanks. Fourth year : first term, Remsen's Chemistry ; second term, Remsen's Chemical Analysis, Laboratory work.

### X. HISTORY.

There are three classes in History. Each recites five times a week. In the more advanced classes, special attention is given to the philos-

ophy of history, and effort is made to develop in students the habit of seeking the cause of events in one age in the events of preceding ages.

TEXT-BOOKS—First year : first term, Montgomery's History of America ; second term, Montgomery's History of England. Second year : first term, Myer's Eastern Nations and Greece ; second term, Allen's History of Rome. Third year : first and second terms, Smith's Bible History.

### PHYSICAL CULTURE.

Every student, unless prohibited by the resident physician, must take the course of physical culture, under the director; in the gymnasium as long as he remains in school. These exercises are deemed necessary for his development, and hence are provided. The gymnasium is fully equipped with all necessary apparatus, and a competent instructor directs the exercises. Out-door games are encouraged as sports, not as spectacles, and are under the supervision of the director of the gymnasium.

## FINANCIAL.

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It will naturally be expected that such unusual advantages will be very costly. Owing, however, to the fact that the buildings have been largely free contributions, that there are no rents, taxes nor dividends to be paid, they are offered at about the usual prices of boarding schools in Virginia.

### EXPENSES.

For matriculation, board, tuition, lights and fuel, for half-session.....	\$103 75
For use of gymnasium.....	2 50
For medical attention.....	2 50
For washing, half-session.....	6 25
Total expense for half-session.....	\$115 00

This may be reduced to \$211.60 for the session. See "Discount" below.

Drawing and Music at Instructor's prices.

 Students for the ministry of any evangelical church, and sons of ministers of conferences contributing to the funds of Randolph-Macon, pay \$77.50 per half-session. All fees payable in advance.

The proportionate part of board paid will be refunded when students leave through necessity, or at our instance.

Should a student leave without good cause, the Academy reserves the right to refuse any reimbursement of fees.

*Discount.*—To all students who have paid \$115.00 upon entrance in September, and who pay the charges for the entire second half-session on or before February 1st, a discount of eight per cent. upon the total charges for the whole session will be granted. But in no other case will the discount be allowed.

Our aim is not to make money, but to establish a great school, and to do the greatest possible good to the largest possible number. We hope to see many benevolences in the form of free scholarships, libraries, and endowed aids of all sorts gathered around the Academy to multiply its advantages and place them within the reach of all. We shall be glad to become the dispenser of the benefactions of such friends of education as appreciate our enterprise.

BOOKS AND STATIONERY will be furnished at publishers' prices. To reduce this expense as much as possible, the student should bring with him all the books he may have, which are likely to be of use, especially an English Dictionary.

CLOTHING, ETC.—Ordinary school clothing should be warm, strong and inexpensive. Gymnastic suits for exercise will be bought for students at wholesale cost by the director of the Physical Culture Department. *No clothing will be received for the weekly wash which is not plainly marked with the owner's name.*

☞ Each student occupies a bed to himself, and should bring with him two or more pairs of sheets, blankets and bedspreads of suitable size for a single bed, 45x75 inches; also, one pair of pillowslips for a pillow 18x25 inches, towels and clothes-bag.

These articles can be purchased after arrival at the Academy if desired.

Students who desire to room alone will be charged an additional sum for light and the attention of a servant.

The Principal will take pleasure in answering questions not fully met by the foregoing statements.



## CALENDAR.

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### CLOSING EXERCISES, 1901.

Sunday, June 9—Sermon before Y. M. C. A. by Rev. J. T. Wightman, D. D.

Wednesday, June 12—Final Exercises. Address by Rev. W. H. H. Joyce.

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### SESSION OF 1901-1902.

The session is divided into two terms, with no vacation between them.

Tuesday, September 17, 1901, first term begins.

Tuesday, January 28, 1902, second term begins.

Thursday, June 12, 1902, session closes.

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### HOLIDAYS.

1. Thanksgiving Day.
2. Christmas, from December 23 to January 2, inclusive.
3. Good Friday and Saturday following.
4. Field Day.





RANDOLPH-MACON WOMAN'S COLLEGE  
FRONT VIEW





# Dedication Echoes.

[From the Lynchburg Daily News.]

The enrollment is 220 students, officers and teachers.

## Its Chief Distinction

But it is not in the number of students that this college is chiefly conspicuous. Though there are few in the South to compare with it in either the South or North, its chief distinction is in the fact that it is a real college in the highest grade, requiring the same of its students as the same preparation for entrance and the same attainment for men in the State. It is the only college for women south of the Potomac which is classed by the United States Commissioner of Education among the fourteen in "Division A." in which list it stands well up toward the front as to resources and numbers. Though the latest, it is far from the least in this honorable company.

The atmosphere of the college is distinctly that of the Southern home. The teachers and students are chiefly of the Southern birth, and the modesty, gentleness and grace which constitute the peculiar charm of the Southern woman, are found here in full play amid the exactions of a rigorous course of mental culture. It is the Southern Woman's College par excellence, the pride of our city and an honor to our section.

## Prospects of the Woman's College

Yesterday was a great day for our Woman's College. Dr. Smith was, of course, very busy, surrounded as he was by the distinguished guests from Harvard University, Johns Hopkins University, and all the Virginia colleges. who came as representatives of the Woman's Institutions into their circle, but he found a spare moment to see The News reporter.

"Doctor, what are the prospects for filling the large new wing which you added to your dormitory accommodations," said the doctor, "all but nine rooms were engaged before it was finished. Today's mail brought what I will wish to enter next year. We can't wait for places for all who are coming."

"What will you do about those who are coming?" "No. Our building is complete according to our original plans and I am so tired of building. I've been building every year almost for ten years. I apply for rooms." "Well, first come, first served. Old students can reserve their places and the vacancies left by those who do not return will be assigned to new students in order of application. I expect engaged before."

## Extract from the Great Speech of Dr. J. L. M. Curry.

Let this Randolph-Macon Woman's College be hailed with all acclaim because she stands alone in our Southland as the pioneer of all that is high and thorough in the education of young women. Let men and women have equal advantages in education, but if either must be deprived let it be the man. He goes into business or a profession, and as iron sharpeneth iron, so are his wits polished. The woman is thrown upon her own inner resources, and no words are too scathing to characterize the superficiality, the sham, the hypocrisy, and the weakness of the education offered young women in most of our Southern schools.

Educate your daughters. Society is more dependent upon the grace, gentleness and dignity of true womanhood than upon the strength of man.

The speaker closed with an eloquent eulogy upon womanhood. His tribute to Queen Christina of Spain was magnificent. Throughout the delivery if his address he was interrupted by frequent bursts of applause.

## Five Minute Addresses

The remainder of the time was taken up in five minute addresses by the representatives of the various colleges and universities, and in singing college songs. Some of these brief addresses were packed with wisdom and glittered with wit. Particularly interesting were the remarks of Professor Lyon. And Doctor Curry, in speaking on behalf of Richmond College, said among other

CATALOGUE

OF

# Randolph-Macon Woman's College

LYNCHBURG, VA.

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*EIGHTH SESSION.*

1900-1901.

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ANNOUNCEMENTS FOR

1901-1902.

OFFICERS  
OF THE  
SOCIETY OF ALUMNÆ.

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<i>President,</i>	. . . . .	*. SALLIE ADAMS, A. M.
<i>Vice-President,</i>	. . . . .	
<i>Secretary,</i>	. . . . .	A. MAUDE BROADDUS, A. B.
<i>Orator for 1901,</i>	. . . . .	ESTEN JENNINGS, A. M.
<i>Essayist for 1901,</i>	. . . . .	NELLIE V. POWELL, A. M.
<i>Romancer,</i>	. . . . .	MARY H. DAVIS, A. B.

## OFFICERS OF INSTRUCTION AND ADMINISTRATION.

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WILLIAM W. SMITH, A. M., LL. D.,  
*President.*

F. W. MARTIN, M. S., PH. D.,  
*Vice-President.*

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### I. LITERARY DEPARTMENT.

R. H. SHARP, JR., M. A.  
*Professor of Ancient Languages.*

JOSEPH L. ARMSTRONG, A. M.,  
*Professor of English.*

F. W. MARTIN, M. S., PH. D.,  
*Professor of Chemistry and Geology.*

MISS CELESTIA S. PARRISH, PH. B. (Cornell Univ.)  
*Professor of Philosophy and Pedagogy.*

JOSEPH H. RIDDICK, JR., A. B.,  
*Adjunct Professor of Physics and Biology.*

MRS. MARY J. T. SAUNDERS,  
*Professor of French and German.*

JOHN H. LATANE, PH. D.,  
*Professor of History and Economics.*

NATHAN A. PATTILLO, PH. D.,  
*Professor of Mathematics.*

MISS LAURA W. BALLOU,  
*Instructor in Elocution.*

MISS HELEN A. DULIN,  
*Instructor in Mathematics and Latin.*

MISS DAISIE V. BELL,  
*Instructor in English.*

MISS ROSE PAGE,  
*Instructor in French.*

MISS A. MAUDE BROADDUS, A. B.,  
*Instructor in Latin.*



## II. MUSIC, ART AND PHYSICAL CULTURE.

JOHN H. DAVIS,  
*Professor of Piano and Theory.*

LOUIS SCHEHLMANN,  
*Professor Vocal Music.*

WM. S. ADAMS,  
*Professor Piano and Organ.*

GIOVANNI OTTAIANO,  
*Instructor in Violin.*

MISS M. BLAKEY SHARP,  
*Instructor in Theory and Piano.*

MISS MADELINE MAPP,  
*Instructor in Vocal Music and Piano.*

MISS LOUISE J. SMITH (Julian Académie, Paris),  
*Professor of Art.*

MISS LAURA W. BALLOU,  
*Director of Physical Culture.*

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 III. OFFICERS.

ROBERT WINFREE,  
*Treasurer.*

A. W. TERRELL, M. D.,  
*College Physician.*

J. L. ARMSTRONG,  
*Librarian.*

MRS. JOHN DAVENPORT BLACKWELL,  
*Matron.*

MRS. J. R. PHELPS,  
MISS SALLIE A. LONG,  
*Housekeepers.*

# MATRICULATES.

NAME.	PARENT OR GUARDIAN.	STATE.
Acree, Kathryn Peachy.....	E. F. Acree.....	Virginia
Allen, Bessie.....	Mrs. L. P. Allen.....	Virginia
Anderson, Julia Ward.....	Self.....	West Virginia
Anderson, Mary Pattillo.....	R. L. Anderson.....	Florida
Anderson, Rebecca Augusta.....	R. L. Anderson.....	Florida
Anthony, Annie Idoline.....	J. W. Anthony.....	Virginia
Anthony, Charlie.....	J. W. Anthony.....	Virginia
Ashmore, Lenora.....	J. C. Outten.....	Virginia
Bagley, Nella.....	Mrs. S. S. Bagley.....	Virginia
Baird, Lillian.....	R. B. Baird.....	Tennessee
Baker, Edna Alice.....	Leroy A. Baker.....	Georgia
Baker, Georgie Maie.....	Mrs. S. A. Baker.....	Georgia
Ball, Mary Washington.....	Rev. B. F. Ball.....	West Virginia
Ballard, Martha Harriet.....	B. W. Ballard.....	North Carolina
Ballou, Laura W.....	Self.....	Virginia
Bancroft, Annie Elizabeth.....	E. W. Bancroft.....	Kentucky
Barker, Carolyn.....	William Barker.....	Kentucky
Bell, Daisie Virginia.....	E. L. Bell.....	Virginia
Betty, Catherine Irby.....	Rev. L. B. Betty.....	Virginia
Best, Nannie Louise.....	Mrs. I. R. Best.....	Tennessee
Blackwell, Fannie Hannah.....	Moreau Blackwell.....	Virginia
Blackwell, Louise Steptoe.....	Prof. E. S. Blackwell.....	Virginia
Blackwell, Nannie Leavelle.....	Prof. E. S. Blackwell.....	Virginia
Bolton, Pattie Robinson.....	Miss Izora Williams.....	Texas
Bostick, Jessie.....	Jas. A. Bostick.....	Tennessee
Bransford, Lucy Kathryn.....	Rev. L. P. Bransford.....	Virginia
Broaddus, Alice Maud.....	S. W. Broaddus.....	Virginia
Brownski, Effie.....	J. F. Brownski.....	Kentucky
Brown, Ellen McBryde.....	Hon. J. T. Brown.....	Virginia
Brown, Jane Thompson.....	Hon. J. T. Brown.....	Virginia
Bryant, Lollie Belle.....	J. K. Bryant.....	Virginia
Brydon, Ellen Dame.....	Robt. Brydon.....	Virginia
Burgher, Byrd Williams.....	B. M. Burgher.....	Texas
Butt, Daisie.....	Rev. L. Butt.....	Virginia
Camm, Louise Page.....	Mrs. R. Camm.....	Virginia
Carroll, Sarah Maude.....	W. S. Carroll.....	Virginia
Carter, Mrs. Eva Jennings.....	Self.....	Virginia
Carruthers, Ro Bert.....	John Carruthers.....	Virginia
Cheatwood, Fannie Crenshaw.....	Mrs. M. B. Cheatwood.....	Virginia
Clark, Ruth Leigh.....	Rev. W. W. Lear.....	Virginia
Clement, Mary Royall.....	H. C. Clement.....	Virginia
Clements, Annie.....	Alday Clements.....	Maryland

NAME.	PARENT OR GUARDIAN.	STATE.
Cloyd, Kent Ellis.....	David M. Cloyd.....	Virginia
Cole, Lucy.....	Rev. J. N. Cole.....	North Carolina
Cooledge, Lucile.....	F. J. Cooledge.....	Georgia
Comer, Bevelle.....	B. B. Comer.....	Alabama
Comer, Catherine.....	B. B. Comer.....	Alabama
Comer, Eleanor.....	G. L. Comer.....	Alabama
Cover, Jessie May.....	J. R. Cover.....	Virginia
Cox, Clara Madeline.....	Jos. E. Cox.....	Virginia
Craighill, Mattie Holliday.....	R. T. Craighill.....	Virginia
Crallé, Lottie Louise.....	G. T. Crallé.....	Virginia
Critz, Mary Alice.....	Robert Critz.....	North Carolina
Critz, Nancy.....	Robert Critz.....	North Carolina
Dameron, Ossie Bell.....	J. H. Dameron.....	Virginia
Davis, Aurelia Howe.....	T. N. Davis.....	Virginia
Dey, Sue Catherine.....	Mrs. S. C. Dey.....	Virginia
Dibrell, Frances Jane.....	J. L. Dibrell.....	Tennessee
Dooley, Mabel.....	Thos. S. Dooley.....	Tennessee
Dornin, Josephine Maude.....	W. H. Dornin.....	Virginia
Dorsey, Cammille Seabrooke.....	Dr. E. G. Dorsey.....	Virginia
Dorsey, Sarah Peachie.....	Dr. E. G. Dorsey.....	Virginia
Doughty, Marie Eleanor.....	Dr. W. H. Doughty.....	Georgia
Dowdell, Elizabeth Caroline.....	J. S. Dowdell.....	Alabama
Dowdell, Annie Love.....	J. R. Dowdell.....	Alabama
Drake, Nell Davis.....	E. S. Drake.....	Mississippi
Draper, Carrie Wood.....	J. R. Draper.....	Alabama
Dubose, Mrs. L. C.....	Self.....	Georgia
Dulin, Helen Alice.....	Geo. C. Dulin.....	Virginia
Dupree, Katie Lucile.....	Dr. R. B. Dupree.....	Texas
Eason, Mrs. Wesley Nock.....	Self.....	Virginia
Elder, Constance.....	R. L. Elder.....	Virginia
Ellett, Bessie Lee.....	H. W. Ellett.....	Virginia
Estill, Louisa Christian.....	Rev. Reverdy Estill.....	Kentucky
Farmer, Susie Brown.....	L. R. Farmer.....	Georgia
Ferguson, Claudine.....	W. A. Ferguson.....	Virginia
Ferguson, Kathleen Hanson.....	Rev. S. G. Ferguson.....	West Virginia
Fishburne, Sallie Clark.....	R. H. Fishburne.....	Virginia
Fleming, Mary Randolph.....	Rev. R. H. Fleming.....	Virginia
Fomby, Louella.....	C. M. Fomby.....	Arkansas
Ford, Dora.....	Mrs. Jas. A. Ford.....	Virginia
Fred, Nannie Conway.....	S. R. Fred.....	Virginia
Fulton, Ethel May.....	E. M. Fulton.....	Virginia
Gaddis, Grace A.....	Allen R. Gaddis.....	Maryland
Gamble, Eula Marguerite.....	Judge R. L. Gamble.....	Georgia
Gantt, Mary.....	N. J. Gantt.....	Arkansas
Gilham, Jennie Giles.....	Mrs. S. W. Gilham.....	Virginia
Gillespie, Margaret Bowen.....	G. W. Gillespie.....	Virginia
Gilliam, Elsie West.....	T. W. Gilliam.....	Virginia

NAME.	PARENT OR GUARDIAN.	STATE.
Gish, Mary Spence.....	R. E. Gish.....	Virginia
Goodwin, Maria Lee.....	Rev. E. L. Goodwin.....	Virginia
Grady, Sarah William.....	J. E. Grady.....	Georgia
Gramling, Emmie Lela.....	T. A. Gramling.....	Georgia
Grant, Alfreda Adaline.....	M. R. Grant.....	Mississippi
Griffin, Cornie Lurline.....	H. L. Griffin.....	Texas
Harper, Elizabeth Edmonds.....	Robert Harper.....	Virginia
Harral, Louise.....	J. A. Harral.....	Louisiana
Hayes, Sarah Louise.....	S. L. Hayes.....	Georgia
Hill, Parna Barker.....	Chancellor W. B. Hill.....	Georgia
Hill, Mary Minot.....	Chancellor W. B. Hill.....	Georgia
Homes, Helen Jamieson.....	Judge W. E. Homes.....	Virginia
Horsley, Catherine Dunscomb.....	Judge J. D. Horsley.....	Virginia
Howison, Mrs. J. F.....	J. F. Howison.....	Virginia
Howard, Emma.....	Self.....	Missouri
Howard, Anna Louise.....	Rev. C. W. Howard.....	North Carolina
Howard, Janie Dorothy.....	H. O. Howard.....	North Carolina
Hudmon, Marie.....	T. P. Hudmon.....	Alabama
Hudmon, Sarah Glenn.....	T. P. Hudmon.....	Alabama
Hull, Anna Sarah.....	D. D. Hull.....	Virginia
Humphreys, Annie Fulton.....	Prof. Milton W. Humphreys.....	Virginia
Humphreys, Jeanette Rose.....	Prof. M. W. Humphreys.....	Virginia
Humphreys, Mamie Meredith.....	Prof. M. W. Humphreys.....	Virginia
Hunt, Nellie Brown.....	G. J. Hunt.....	Virginia
Jamieson, Annie.....	W. A. Jamieson.....	Virginia
Jones, Lillian Tong.....	Rev. C. O. Jones.....	Tennessee
Jones, Mabel Hill.....	Hon. C. P. Jones.....	Virginia
Jones, Margaret Stuart.....	C. B. Jones.....	Virginia
Jones, Virginia Belle.....	J. R. Jones.....	South Carolina
Keith, Mae Estelle.....	Geo. G. Keith.....	Virginia
Keith Maud Emily.....	Geo. G. Keith.....	Virginia
Kenner, Pearl Davis.....	J. W. Kenner.....	Virginia
Kimball, Laura Lasell.....	G. B. Kimball.....	Virginia
Kinnier, Janie.....	J. W. Kinnier.....	Virginia
Krebbs, Bessie Bohannon.....	E. T. Krebs.....	Virginia
Larew Gillie Aldah.....	I. H. Larew.....	Virginia
Larkin, Mary Elizabeth.....	Mrs. S. O. Larkin.....	Virginia
Latané, Helen Waring.....	Mrs. Margaret Latané.....	Virginia
Lear, Grace.....	Rev. W. W. Lear.....	Virginia
Lee, Alice Anthony.....	Jas. I. Lee.....	Virginia
LeGrande, Isa Pindle.....	Mrs. H. D. LeGrande.....	Virginia
Lindsey, Alice Virginia.....	Mrs. Noble Lindsey.....	Virginia
Lindsey, Mary Edna.....	Mrs. Noble Lindsey.....	Virginia
Linkous, Lochie Rankin.....	Mrs. M. F. Linkous.....	Virginia
Love, Hazel Louise.....	D. C. Love.....	North Carolina
Lovejoy, Katharine Ray.....	Rev. W. P. Lovejoy.....	Georgia
Lybrook, Lucy.....	R. J. Reynolds.....	North Carolina



NAME.	PARENT OR GUARDIAN.	STATE.
Lybrook, Mary Ellen.....	R. J. Reynolds.....	North Carolina
McCoy, Jeanie Pauline.....	Richard McCoy.....	Virginia
McGavock, Marie Doane... ..	J. F. McGavock.....	Alabama
McGinnis, Edith Hill.....	Mrs. M. A. McGinnis.....	Kentucky
McIntosh, Nellie.....	Mrs. M. E. McIntosh.....	Virginia
McLeod, Clara Josephine.....	R. T. McLeod.....	Virginia
McNamara, Alice Josephine.....	Mrs. J. McNamara.....	Virginia
McPherson, Edna.....	Hugh McPherson.....	Virginia
McPherson, Stella.....	J. R. McPherson.....	West Virginia
Magruder, Mary Susan.....	J. W. Magruder.....	Virginia
Mann, Judith Wharton.....	Dr. S. E. Shelton.....	Texas
Mann, Manna Agnes.....	James C. Mann.....	West Virginia
Manning, Blanche Margaret.....	Self.....	Missouri
Marshall, Mary Boyd.....	Robert Marshall.....	Kentucky
Martin, Clara Wyndham.....	W. T. Martin.....	Virginia
Martin, Mrs. F. W.....	F. W. Martin.....	Virginia
Martin, Fay.....	A. H. Martin.....	Virginia
Mason, Elle.....	Prof. D. W. Mason.....	Virginia
Massey, Mabelle.....	Dr. Jno. Massey.....	Alabama
Massie, Ethel Boyd.....	J. L. Massie.....	Virginia
May, Margaret Leece.....	S. T. May.....	Virginia
Mayes, Sallie C.....	Dr. Jno. Massey.....	Alabama
Maynard, Maud M.....	W. E. Maynard.....	Texas
Maura, Ethel.....	Jos. E. Maura.....	Florida
Merrick, Martha Louise.....	Jas. Merrick, Jr.....	Maryland
Meux, Tempe Somervell.....	Jas. S. Meux.....	Tennessee
Moon, Katherine Murray.....	Edward Moon.....	Virginia
Moore, Eva Lee.....	I. S. Moore.....	Virginia
Moorman, Trula Hicks.....	Mrs. E. H. Moorman.....	Virginia
Morgan, Mary Jane.....	Dr. R. W. Morgan.....	Virginia
Muse, Janie Hill.....	J. A. Muse.....	Virginia
Nelson, Sallie Scott.....	C. K. Nelson.....	Virginia
Nelson, Helen Hobson.....	C. K. Nelson.....	Virginia
Nevitt, Nellie.....	Rev. T. G. Nevitt.....	Maryland
Nowlin, Louise Stuart.....	Mrs. Mary M. Nowlin.....	Virginia
Oglesby, Laura French.....	Rev. G. A. Oglesby.....	North Carolina
Overton, Susie Louisa.....	Rev. G. B. Overton.....	Kentucky
Owen, Alice.....	Self.....	Virginia
Pack, Minnie McComas.....	Allen Pack.....	Virginia
Page, Rose Wilmer.....	Mrs. N. M. Page.....	Virginia
Page, Mrs. Thomas W.....	Dr. T. W. Page.....	California
Parr, Elizabeth Hargrove.....	Mrs. J. H. Parr.....	Virginia
Parham, Mary Wilkinson.....	Prof. E. E. Parham.....	North Carolina
Parrish, Alice Toomer.....	Mrs. James Parrish.....	Virginia
Patterson, Mildred Nixon.....	E. D. Patterson.....	Tennessee
Paul, Lillian Cunningham.....	Judge John Paul.....	Virginia
Peck, Edna Gay.....	Melville Peck.....	West Virginia

NAME.	PARENT OR GUARDIAN.	STATE.
Peck, Ellen.....	J. B. Peck.....	Virginia
Peek, Ellen DeLuce.....	Dr. J. H. Peek.....	Virginia
Peek, Janet Hope.....	Mrs. G. M. Peek.....	Virginia
Peek, Maria Smith.....	Dr. J. H. Peek.....	Virginia
Perkins, Lizzie Lavinder.....	John T. Perkins.....	North Carolina
Perry, Ada Lizzie.....	Self.....	Virginia
Peters, Florrie.....	Mr. J. McH. Peters.....	Virginia
Pettyjohn, Henrietta May.....	J. P. Pettyjohn.....	Virginia
Phillips, Helen.....	T. T. Phillips.....	Virginia
Phillips, Lutie May.....	W. M. Phillips.....	Virginia
Pope, Rose Broadnax.....	A. Pope.....	Georgia
Porter, Mittie Love.....	Mrs. John Strother.....	Maryland
Powell, Inez.....	J. H. Powell.....	Alabama
Radford, Edith Lee.....	Mrs. S. Radford.....	Virginia
Rand, Anna Cornelia.....	J. Rand.....	Alabama
Randolph, Innes.....	Mrs. Peyton Randolph.....	Virginia
Randolph, Kate Whitcomb.....	Mrs. Peyton Randolph.....	Virginia
Randolph, Valcour Etoile.....	Chaplain J. A. Randolph.....	Philippines
Ray, Elizabeth Bohrin.....	D. J. Ray.....	Georgia
Reed, Martha Elizabeth.....	Rev. Jas. C. Reed.....	Virginia
Reeves, Frances Nell.....	Mrs. Mary D. Reeves.....	Tennessee
Riddick, Una.....	Judge J. E. Riddick.....	Arkansas
Riffe, Elinor Johnson.....	J. A. Riffe.....	West Virginia
Rivers, Martha.....	Capt. J. W. Rivers.....	Tennessee
Roach, Maidee Hettie.....	J. W. Roach.....	Texas
Roberts, Katherine Helen.....	Mrs. W. B. Roberts.....	Virginia
Roberts, Lavinia Griselda.....	Mrs. W. B. Roberts.....	Virginia
Robertson, Sarah Lee.....	Rev. F. P. Robertson.....	Virginia
Robins, Lena Mae.....	Rev. J. W. Robins.....	Virginia
Robinson, Elizabeth Graham.....	J. W. Robinson.....	Virginia
Rogers, Elizabeth Amelia.....	Judge J. H. Rogers.....	Arkansas
Rohr, Edna May.....	Mrs. A. C. Rohr.....	Virginia
Rue, Bettie Ann.....	W. J. Rue.....	Virginia
Russell, Beulah.....	Mrs. H. V. Russell.....	Kentucky
Sackett, Alice Winston.....	C. H. Sackett.....	Virginia
Sanford, Ellie.....	W. W. Sanford.....	Virginia
Sanford, Loula B.....	Rev. R. B. Sanford.....	Maryland
Scott, Sue.....	Mrs. J. J. Scott.....	Virginia
Shackford, Isabel Temple.....	Rev. J. W. Shackford.....	Virginia
Shackford, Mary Kingsbury.....	Rev. J. W. Shackford.....	Virginia
Sharp, M. Blakey.....	Self.....	Virginia
Shinn, Hallie George.....	Mrs. M. A. Parse.....	Arkansas
Skinner, Edith Carrollton.....	H. E. Skinner.....	Virginia
Skinner, Rosalie.....	H. E. Skinner.....	Virginia
Sloan, Isla.....	J. M. Sloan.....	Missouri
Smith, Ada Blanche.....	E. C. Smith.....	West Virginia
Smith, Ella Rust.....	Mrs. Ella R. Smith.....	District of Columbia

NAME.	PARENT OR GUARDIAN.	STATE.
Smith, Eva Minor.....	D. L. Smith.....	Virginia
Smith, Katherine Maude.....	A. F. Smith.....	Arkansas
Smith, Katharine S.....	W. D. Smith.....	Mississippi
Smith, Louise J.....	Self.....	Virginia
Smith, Sallie Moss.....	Rev. B. F. Smith.....	Virginia
Smith, Sarah Jane.....	D. L. Smith.....	Virginia
Smith, Susie Pocahontas.....	D. L. Smith.....	Virginia
Snead, Janet Winn.....	W. H. Snead.....	Virginia
Staley, Katie Sanders.....	F. P. Staley.....	West Virginia
Stephens, Dazey.....	Judge I. W. Stephens.....	Texas
Stiff, Mary Hallowell.....	Rev. J. W. Stiff.....	Virginia
Stinson, Lillian Alleeta.....	T. W. W. Stinson.....	Louisiana
Sullivan, Mary Alice.....	J. D. Sullivan.....	Virginia
Swanson, Sallie Archie.....	F. A. Swanson.....	Virginia
Tabb, Mattie Elrod.....	I. F. Tabb.....	Kentucky
Thaxton, Elizabeth Annis.....	Mrs. W. W. Thaxton.....	Virginia
Trice, Louisa Anatois.....	W. H. H. Trice.....	Virginia
Tyler, Belle.....	George W. Tyler.....	Texas
Tyler, Elizabeth Walker.....	W. W. Tyler.....	Virginia
Tyler, Julia Catherine.....	Rev. G. T. Tyler.....	Virginia
Vaden, Mary Marvin.....	Rev. W. C. Vaden.....	Virginia
Vandegrift, Myra Anne.....	J. A. Vandegrift.....	Virginia
Vaughan, Edith Louise.....	P. T. Vaughan.....	Alabama
Vawter, Leona Leigh.....	Prof. Charles E. Vawter.....	Virginia
Waddill, Emily Wight.....	S. P. Waddill.....	Virginia
Wallace, Tommie Maxwell.....	T. J. Wallace.....	Tennessee
Walker, Mary Booth.....	C. M. Walker.....	Virginia
Watkins, Florence.....	Geo. P. Watkins.....	Virginia
Watkins, Lucile.....	Geo. P. Watkins.....	Virginia
Watson, Mary Cassie.....	Miss Jennie Smith.....	North Carolina
Weisiger, Bessie.....	D. J. Weisiger.....	Virginia
White, Annie Henegar.....	Judge J. F. White.....	Florida
Whitley, Annie McTyeire.....	Rev. J. T. Whitley.....	Virginia
Whitney, Adelaide Emma.....	C. S. Whitney.....	Tennessee
Wilkins, Gertrude Minge.....	J. D. Wilkins.....	Alabama
Williams, Evelyn Cary.....	Mrs. A. P. Williams.....	Virginia
Wilson, Ellender.....	Rev. G. W. Wilson.....	Tennessee
Wilson, Lizzie Ellen.....	Thomas Wilson.....	South Carolina
Winfree, Mrs. Robert.....	Robert Winfree.....	Virginia
Wingfield, Martha Sanderson.....	Mrs. V. C. Oglesby.....	Virginia
Wise, Myrtle Bowen.....	H. A. Wise.....	Virginia
Woodroof, Martha Frances.....	J. A. Woodroof.....	Virginia
Woods, Chiquita Ethel.....	W. J. Woods.....	Virginia
Wulbern, Elsie.....	C. Wulbern.....	South Carolina
Wysor, Emma May.....	J. C. Wysor.....	Virginia
Young, Jessie Florence.....	W. H. Young.....	Virginia

## HONORS AND DEGREES CONFERRED.

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### MASTER OF ARTS.

Allen, Martha Jane.....	Virginia
McGavock, Abigail Jouet.....	Virginia
Moss, Sallie Toomer.....	Virginia
Powell, Nellie Virginia.....	Virginia

### BACHELOR OF ARTS.

Broaddus, Alice Maud.....	Virginia
Kennedy, Miriam Wadlow.....	Virginia
Osterbind, Minnie Guenther.....	Virginia
Phillips, Caroline Jennings.....	Virginia

### GRADUATES IN SUBJECTS.

Anthony, Annie Idoline.....	Latin.
Carroll, Sarah, Maude.....	History, English.
Davis, Aurelia Howe.....	French.
Dornin, Evelyn Byrd.....	Art.
Elder, Constance....	Latin.
Hargroves, Alice Maria.....	English.
Jernigan, Sadie Watts.....	German, Piano.
Kennedy, Miriam Wadlow.....	Latin.
Kimball, Laura Lasell....	Latin.
Moss, Sallie Toomer.....	History, French, German.
Page, Rose Wilmer.....	French.
Pettyjohn, Henrietta May.....	Latin.
Quinby, Georgie Richardson.....	Piano.
Radford, Edith Lee....	German.
Scott, Sue.....	German.
Snead, Aurelia Helen.....	Piano.
Snead, Janet Winn.....	Piano.
Underwood, Nellie Grace.....	French, Piano, Violin.
Watkins, Lucille.....	Piano.
Woodroof, Martha Frances.....	Latin.



## ANNOUNCEMENTS.

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### GENERAL INFORMATION.

**Purpose.** This institution is the result of a decision of the Randolph-Macon Board to found a college in Virginia which should offer to women the same advantages and require the same attainments for graduation as are afforded and required at our best Virginia colleges for men. With six endowed colleges and two universities for men in this educating State of the South, there was no endowed college offering similar facilities to women. Hence the resolution of the founders in 1891, which is framed for the guidance of the executive officers of the College:

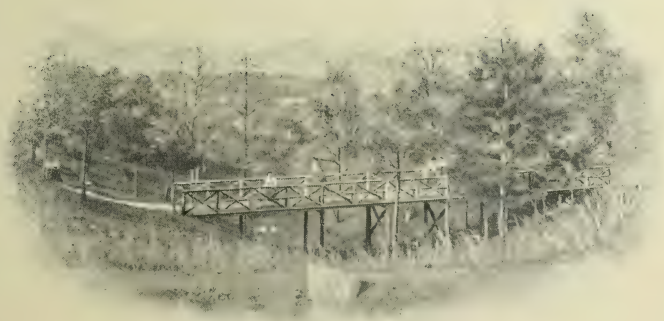
“We wish to establish in Virginia a College where our young women may obtain an education equal to that given in our best colleges for young men, and under environments in harmony with Southern ideals of womanhood; where the dignity and strength of fully-developed faculties and the charm of the highest literary culture may be acquired by our daughters without loss of woman’s crowning glory, her gentleness and grace.”

The Board of Trustees hope and believe that this effort will secure the approbation of our people and enlist their support. It is hoped that the opportunity to measure themselves by this standard will be to the young women of our Southland an inspiration to higher attainments in scholarship. We seek to have them secure the power of knowledge and the charm of culture, without sacrifice of those peculiar qualities for which they are so justly admired.

**Location.** The site chosen for the College is a commanding elevation on Rivermont Avenue. It is a twelve-minute ride by the electric car line, which passes the College gate, to the business centre of the city of Lynchburg, yet in its twenty-five acres of campus, diversified with dale and copse, it has the quiet of seclusion and the charm of rural beauty. The scenery is beautiful and inspiring. The noble Peaks of Otter rise to distant view in the west, while lesser spurs of the Blue Ridge lie around in close proximity. The drainage is naturally perfect, the sanitary arrangements are modern, and all the



REAR VIEW FROM A DISTANCE



A GLEN IN THE CAMPUS.

RANDOLPH-MACON WOMAN'S COLLEGE.



conditions of health which characterize this famous Piedmont region of Virginia are found united here. Increased vigor and healthy physical development usually accompany the intellectual advancement of our students.

**Buildings.** The buildings front 389 feet, with large extensions in the rear. [See front view, opposite page 75; rear view, opposite page 86.] They have been designed after careful consideration of the needs, present and prospective, of a completely equipped college for two hundred resident students, based upon knowledge of some of the best colleges in Virginia, and special examination of the buildings and equipments of the leading Northern colleges for women. In them are provided lecture-rooms for the languages (Ancient and Modern), History, the Natural Sciences, Mathematics, Philosophy, Music and Art; separate laboratories for Chemistry, Biology, Physics, and Psychology; library, reading-room; gymnasium and appliances for Physical Culture; chapel, dining hall and dormitories, all heated, lighted and ventilated after approved modern plans. Signals for classes, etc., are given by forty bells, distributed through the building and rung automatically by an electric program clock.

**The Jones Memorial Library.** By the liberality of Mr. and Mrs. George M. Jones, of Lynchburg, and as a memorial to their deceased daughters, Georgie Lee and Lillie Fannie Jones, a beautiful library hall, with shelf room for 20,000 volumes, was erected in 1896, and a good working library of about 4,000 volumes has been accumulated.

**Gymnasium.** An excellent gymnasium is provided and equipped with scientific appliances for the natural development of the physical organs and for the rectification of incipient disorders that are capable of being reached by exercise, such as weak lungs, curvature of the spine, etc. Abundant facilities are provided for bathing.

**The Grand Corridor.** Interior corridors, long, wide and high-pitched, run through the building. The grand corridor on the first floor is 340 feet long, twelve feet wide, and fifteen feet high, and forms a striking feature of the building, especially when thronged with students as classes are called or dismissed, or with promenaders after tea and before study hours.

**Endowment.** In order to put the institution upon an equal footing with the colleges for men with which it is to compare, it was determined that it should be endowed, and more than \$100,000



has been secured and set aside as a nucleus for that purpose. This endowment, which we trust will soon grow to \$500,000, has enabled us to secure professors of high ability and scholarship. As means increase, loan funds, scholarships, fellowships, and other aids will be provided, to assist capable students of limited means to secure the advantages of the College. Some progress has already been made in this direction.

**Government.**

The government of the College will correspond to the character of the students expected. Demerits and penalties are not relied upon to secure observance of College regulations. These are only such as are necessary to the comfort and success of students, and appeal is made to their sense of propriety and right. Vexatious and needless restrictions are dispensed with. Ladylike and studentlike conduct is expected of all, and confidence reposed in students is one of the educative forces of the College. Should any student persistently fail to respond to this expectation, she must be withdrawn as unprepared for College responsibilities. Self-government is gradually extended as results justify such action.

Young ladies boarding in the College will be treated as daughters of equal maturity in a well-regulated Christian family. It will, however, be borne in mind that they are gathered for nine months for a serious purpose, and the regulations of the College will be such as to protect them from interruption or distraction.

**Medical Care.**

Believing that careful, skilled supervision of sanitary arrangements and daily medical attention will greatly conduce to the health of students, the Board has engaged a physician of repute and experience to take charge of these matters. He is present each morning to be consulted by any student who may be indisposed, to attend all cases of sickness in the College, and to supervise the sanitary arrangements of the institution. This daily service is without additional cost to the student.

**Religious  
Advantages.**

The daily exercises of the College are opened with religious services. In addition to the regular College Course in the English Bible, on Sabbath mornings Bible classes are taught in the College by the professors. Students attend the church of their choice in the city at eleven o'clock, and special services are conducted in the College in the evening. The Y. W. C. A. conducts a weekly prayer-meeting on Wednesday evenings. We seek to make the atmosphere of the College morally pure

and spiritually uplifting. Reverent worship without cant, earnest religion without fanaticism, is our aim.

**Literary Societies** Literary Societies are conducted with enthusiasm and success. They furnish an important culture to their members and constitute an interesting feature of the college life.

**Recreations.** Besides the regular drills of the Gymnasium, facilities are provided for tennis and basket-ball. Those for whom these games are too vigorous find congenial exercise walking in the extensive campus or among the many scenes of romantic beauty adjacent.

The hours from eight to ten on Saturday evening are devoted to social enjoyment. "Social Evening," when friends of the College, who have been properly introduced and enrolled upon our visiting lists, are received in the College parlors, alternates with "Home Evening," when some pleasant entertainment, planned by the ladies of the faculty in turn, is provided. Tableaux, games, amusements of various sorts, with refreshments, combine to make these occasions very enjoyable, while they serve an important educational purpose in relaxing the strain of continuous work. The College home-life is, we believe, happy and helpful.

**Matriculation and Classification.** Each student should report at the office as soon after her arrival as possible, to be matriculated and enrolled by the President for definite courses. She is then directed to meet the Professors teaching these courses, who will, after conference, assign her to appropriate classes.

**Organization.** For the sake of convenience the courses are arranged below in the order usually pursued, but the curriculum is not based upon a four-year class organization. As the work of each course is satisfactorily completed, the student receives a certificate therefor, and is credited with the work done towards her degree. When the entire course of instruction in any subject is completed, a Certificate of Proficiency in that subject is issued, and when any of the elective groups required for the A. B. or A. M. degrees is satisfactorily completed, she receives the degree, whether she has attended two years or four. Thus capacity, energy and previous attainments are given free scope, and those who can may carry off the prizes of scholarship without loss of time by the clog of classmates less capable or industrious. Those students also who, for any reason, cannot remain to take a degree, obtain year by year recognition of the work done, in

the Certificates of Distinction in the lower courses and the Certificate of Proficiency in the final course in each subject.

Satisfactory knowledge of each course is required as the condition of advancement to the next higher in that subject.

**Degrees.** The degrees conferred are Bachelor of Arts (A. B.), and Master of Arts (A. M.).

The courses for the A. B. degree are as follows, grades of 80 per cent. being required in all courses of the third and fourth years:

### COLLEGE COURSES LEADING TO A. B.

FIRST YEAR.		SECOND YEAR.	
	<i>Hours per week.</i>		<i>Hours per week.</i>
English.....	3	English.....	3
Latin.....	3	Psychology and Logic.....	3
Mathematics.....	4	Greek, or.....	} 3
Chemistry.....	3	French.....	
Eng. Bible.....	2	Physics.....	3
	15	History.....	3
			15
THIRD YEAR.		FOURTH YEAR.	
	<i>Hours per week.</i>		<i>Hours per week.</i>
Ethics and Psychology....	3	Sociology.....	3
Greek, or.....	} 3	Electives { Prescribed in groups.	6
German.....			6
Electives { Prescribed in groups.	6		} Free choice.....
{ Free choice.....	3		
	15		15

Also, one Course of Elocution or two years' active membership in one of the literary societies.

ELECTIVE GROUPS.

Any one of the following Groups may be chosen to fill out the work noted above as elective, nine hours in the third year's work and twelve in the fourth:

**1. (English leading.)**

THIRD YEAR.	Hours.	FOURTH YEAR.	Hours.
English.....	3	English.....	3
Latin.....	3	German.....	3
Free choice of student.....	3	Free choice of student.....	6

**2. (Latin leading.)**

Latin.....	3	Latin.....	3
Greek or French.....	3	Greek or English.....	3
Free choice of student.....	3	Free choice of student.....	6

**3. (Modern Languages leading.)**

French.....	3	French.....	3
German.....	3	German.....	3
Free choice of student.....	3	Free choice of student.....	6

**4. (Philosophy leading.)**

Philosophy.....	3	Philosophy.....	3
History, or Pedagogy.....	3	German, Biology, or Pedagogy....	3
Free choice of student.....	3	Free choice of student.....	6

**5. (History leading.)**

History.....	3	History.....	3
Philosophy.....	3	French, or German.....	3
Free choice of student.....	3	Free choice of student.....	6

**6. (Mathematics leading.)**

Mathematics.....	3	Mathematics.....	3
Latin, or Chemistry.....	3	Astronomy, or Mathematics.....	3
Free choice of student.....	3	Free choice of student.....	6

**7. (Chemistry leading.)**

Chemistry.....	3	Chemistry.....	3
Mathematics.....	3	Mineralogy.....	3
Free choice of student.....	3	Free choice of student.....	6

**8. (General Course.)**

Latin.....	3	English, or Biology.....	3
Mathematics.....	3	Philosophy.....	3
Free choice of student.....	3	Free choice of student.....	6

Special substitutions of equivalents may be allowed by vote of the faculty for good reason.

COURSES LEADING TO A. M.

For this are required:

1. The A. B. Degree.
2. Twelve hours a week for one year in residence, with a thesis on the principal subject, the work to be selected by the student from advanced courses and subject to the approval of the faculty. Grades of eighty per cent. are required in this work.



**Other Honors.** I. CERTIFICATES OF DISTINCTION.—A student making eighty per cent. of the examination values in a course below the highest in any subject will, upon application, receive a Certificate of Distinction in that course.

II. CERTIFICATES OF PROFICIENCY.—A student completing satisfactorily the highest course in any subject will, upon application, receive a Certificate of Proficiency in that subject.

**Examinations.** There are two examinations, conducted in writing, one at the close of the half-session in January, the other at the close of the session in June. A student who fails to pass an approved examination loses her right to advance to a higher class. Students are required to attend these examinations of their classes, and whenever, for any cause, a special examination is asked for, and granted, the student must pay a special fee of \$5.

**Reports.** A report of the standing of each student is made to her parent or guardian at the end of every six weeks during the session, and such special remarks will be appended as each case may demand.

**Requirements for Admission to Freshman Class.** For unconditioned admission to the Freshman Class the applicant must be at least sixteen years of age at next birthday and must show preparation as follows:

1. ENGLISH.—The College entrance requirements of the New England, Middle States and Southern States Associations of Schools and Colleges. These are:

Part I. English Grammar and Grammatical Analysis; Elementary Rhetoric, including Punctuation, Paragraphing, and Composition.

Part II. The reading course: (a) *For special study and practice, 1901 and 1902.*—Macbeth; Speech on Conciliation with America; Macaulay's Essays on Milton and Addison; Milton's Lycidas, Comus, L'Allegro and Il Penseroso. (b) *For careful reading, 1901 and 1902:* Pope's Iliad, Books I, VI, XXII, and XXIV; The Vicar of Wakefield; Ivanhoe; The Last of the Mohicans; The Princess; The Sir Roger de Coverley Papers; The Ancient Mariner; Silas Marner; The Merchant of Venice.

In 1901 equivalents for the books named above will be freely accepted, as many of our fitting schools have scarcely had time to adjust, their courses to these association requirements.

No applicant will be admitted to the Freshman class whose work is notably defective in spelling, punctuation, idiom or division into paragraphs.

2. HISTORY.—The History of the United States and the History of England or its equivalent in General or Ancient History.

3. MATHEMATICS.—Algebra as given in an Elementary text-book, such as Hall and Knight's Algebra for Colleges and Schools, through Quadratics and Arithmetical and Geometrical Progressions, and Plane Geometry complete, with practice in solving original problems.

4. LATIN.—School Grammar, such as Gildersleeve's, Harkness' or Bennett's, with accompanying exercises in prose composition. Accurate knowledge of the forms is insisted upon. Reading: Four books of Cæsar, four Orations of Cicero, and three books of Virgil. Equivalent amounts of Sallust or Ovid may be substituted for parts of these.

5. GREEK (if taken).—The requirements of the Association of Colleges and Schools of the Southern States, viz: Elementary Grammar with special attention to forms and practice in prose composition. Reading: Three books of Xenophon or its equivalent.

If Greek is not offered for admission the equivalent of the Elementary Course of French or of German as stated on pages 98 and 99 must be offered instead.

6. SCIENCE.—One year's work in Physiology and Botany.

**For Matriculation.** Applicants not fully prepared may matriculate and pursue the regular course provided they are not deficient in more than three of the above six requirements. These deficiencies must be made up within the first two years in the Introductory Courses provided in connection with the college work.

**SPECIAL STUDENTS.**—Students not purposing to pursue the regular course may be matriculated as special students on the following conditions:

First. They must be at least seventeen years of age at next birthday.

Second. They must be prepared on the entrance requirements in at least three subjects.

Third. They must devote at least six hours per week to studies selected from the departments of History, Languages, Science, Mathematics or Philosophy.

**Admission by Certificate.** The certificates of High Schools, Seminaries, Institutes, Fitting Schools and Colleges that are accredited by any College of the Association of Colleges and Preparatory Schools of the Southern States, or by the similar Associations of the New England and Middle States, will be received in lieu of entrance examinations for what they certify to have been done. When desired, examination questions will be sent to teachers preparing students for our College who will return the "pledged" papers to us.

**Introductory Courses.** Courses of one year each will be given in the following subjects to fully prepare deficient or conditioned students for the Freshman Class:

I. English, Latin, Mathematics, Biology. II. Greek, French, German. These courses of Section II remaining after the conditions of admission to the Freshman Class are satisfied, count as three hours each toward the degree.

**How to Apply for Admission.** All applications should be made upon the blank forms of the College. These will be sent free of charge upon request.

## COURSES OF INSTRUCTION.

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The subjects in which instruction is given in the College are English, Latin, Greek, German, French, Philosophy, Pedagogy, History, Political and Social Science, Mathematics, Physics, Chemistry, Geology and Mineralogy, Biology, English Bible, Elocution, Music, Art, and Physical Culture.

In these subjects the following courses of study are offered.

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### I. ENGLISH.

PROFESSOR ARMSTRONG.

MISS TAYLOR.

[To honor the memory of a noble young lady, and to perpetuate her usefulness, this Chair has been endowed and named by her friends "*The Susan Duval Adams Chair of English.*"]

**Course 1. ADVANCED RHETORIC AND COMPOSITION.** — (a) The Paragraph; (b) Forms of Discourse. This course consists largely of rhetorical analysis of selections illustrating the laws of the Paragraph and the Essay, and of Invention, together with written exercises exemplifying these laws. Three times a week through the year.

**Course 2. COMPOSITION AND LITERATURE.**—This course in part continues and develops the work begun in Course 1, and in part pursues the study of a period in the history of English literature. The two lines are carried on simultaneously, the work in literature furnishing material for practice in style and forms. This year, literary movements in the nineteenth century will be taken up. Three times a week through the year.

**Course 3.** (a) LONGFELLOW; (b) MACAULAY.—A critical study of each author. (a) Three times a week, first term; (b) three times a week, second term.

**Course 4 A. LANGUAGE.**—(a) *Old English*: Phonology, Forms, Syntax, Exercises, Translations. Three times a week through the first term.

(b) *Middle English*: Forms, translations. Three times a week through the second term.

This course alternates with 4 B, Theory of English Grammar. Course 4 is open to those who have completed Course 1 in English and Introductory German.

For a certificate of proficiency in English, Courses 1-4 must be completed.



## II. LATIN.

PROFESSOR SHARP.

MISS — — —.

There are in Latin four College courses. Students applying for admission to any class must be prepared to give evidence of sufficient acquaintance with the work of preceding courses. Exercises in translating from English into Latin are required in all the courses at least once a week ; also occasional written translations from Latin into English. The Roman or Phonetic method of pronunciation is followed.

**Course 1.** The class will read Livy and Horace. A thorough study is made of the lyric metres used by Horace. Latin Prose Composition weekly. Practice in reading at sight. Three times a week throughout the year.

TEXT-BOOKS—Livy (Greenough or Westcott) ; Horace (Smith and Greenough ; or Page, Palmer and Wilkins) ; Gildersleeve's Grammar (latest edition) ; Latin Prose Composition.

**Course 2.** In this class Tacitus (Agricola and Germania), Pliny's Letters and Juvenal will be read. Attention will be given to characteristics of style and deviations from standard usage in Tacitus and Juvenal. History of Latin Literature, with critical and explanatory comments. Exercises in Latin Prose Composition, based on selections made each week from standard authors.

Practice in reading at sight. Three times weekly throughout the year.

TEXT-BOOKS—Agricola and Germania of Tacitus (Gudeman) ; Selections from Pliny's Letters (Westcott) ; Juvenal (Duff or Wright) ; Mackail's Latin Literature.

**Course 3.** The texts read in this class will be Cicero's Laelius de Amicitia, Trinummi or Captives of Plautus, Seneca's Letters to Lucilius, or other selections from Seneca, and Persius. A critical study will be made of ante-classical, post-classical and colloquial forms and usages. Advanced exercises in Latin Prose Composition will be assigned on the same plan as in the third course.

Practice in reading at sight. Three times weekly throughout the year.

TEXT-BOOKS—Cicero's Laelius de Amicitia (Bennett) ; Plautus (Morris or Elmer) ; Hurst and Whiting's Seneca or Seneca's Ad Lucilium Epistulae (Hess) ; Persius (Gildersleeve).

**Course 4. CLASSICAL LITERATURE.**—This course, which is given in English, is offered to students desiring some acquaintance with Latin and Greek Literature. It will comprise an account of the principal writers, with criticism of their works, and interpretation and analysis of their masterpieces, so far as time will permit.

Each student is expected to make an original study, and write a short essay, on some subject connected with the work done in the course. Twice a week throughout the year.

TEXT-BOOKS—Crutwell's Roman Literature; Jevon's Greek Literature; and for reference, works in the College Library.

History of Rome is elective with Course 4 for Certificate of Proficiency.

### III. GREEK.

PROFESSOR SHARP.

MISS ———.

The same methods will be employed as in the courses in Latin. Weekly exercises are required in all the courses.

**Course 1. ELEMENTARY.**—This course is planned for beginners in Greek. It comprises a thorough study of forms and inflections along with the elements of Greek syntax. The text read will be Xenophon's Anabasis. The class will study Mahaffy's Old Greek Life and read portions of the Iliad and Odyssey in English translations.

This course is counted as three hours' elective work to those not offering Greek for entrance. Five times a week.

TEXT-BOOKS—White's First Greek Book; Xenophon's Anabasis.

**Course 2.** The class meets three times weekly throughout the year. Practice in sight reading. This course is required for the A. B. degree when Greek is offered for entrance.

TEXT-BOOKS—Xenophon's Memorabilia or Cyropædia; Lysias; Homer's Iliad or Odyssey; Goodwyn's Grammar; Greek Prose Composition.

**Course 3.** Three times weekly throughout the year. Reading at sight. This course is elective with German 1 in the third year of required work for the A. B. degree.

TEXT-BOOKS—Plato's Apology and Crito; Medea or Alcestis of Euripides; Thucydides; History of Greek Literature; Greek Prose Composition.

**Course 4.** This class meets three times weekly throughout the year. Practice in reading at sight.

TEXT-BOOKS—Demosthenes, On the Crown; Sophocles, Antigone or Oedipus Rex; New Testament in Greek; Sidgwick's Greek Prose Composition.

Course 2 is elective with German in the third year of required work for the A. B. degree, and Course 3 is elective with English for the same degree in the fourth year of the Latin group.

#### IV. GERMAN.

PROFESSOR SAUNDERS.

MISS ———.

To enable those who have not previously had instruction in German to enter the College course, an elementary course is provided. In this year forms and elementary syntax are taught, and not less than three hundred pages of easy German are read. Here, as well as subsequently, exercises are written at least once a week, and especial attention is given to making an idiomatic English translation. It is the aim of the College courses, first, to secure thorough knowledge of the syntax and a good vocabulary; next, appreciation of style, and of German life and thought. Students are encouraged to acquaint themselves, as far as possible, with the literature itself.

**Course 1. ELEMENTARY.**—Pronunciation, forms and fundamental facts of syntax; easy translations and exercises. Four times a week through the year.

**TEXTS**—Thomas's Practical German Grammar; Whitney's Introductory German Reader; Heyse, *L' Arrabiata*; Zschokke, *Der Zerbrochene Krug*; Buchheim, *Balladen und Romanzen*; v. Hillern, *Höher als die Kirche*; Schiller, *Wilhelm Tell*, *Die Jungfrau von Orleans*.

This course is required of all not offering German for admission.

**Course 2.** Syntax; Composition; Idiomatic translations. Three times a week through the year.

**FIRST HALF-YEAR.**—Course for the rapid reading of modern authors: Baumbach, *Der Schwiegersohn*; Scheffel, *Ekkehard*; Freytag, *Die Journalisten*; Sudermann, *Frau Sorge*; Hauptmann, *Die Weber*; Halbe, *Mutter Erde*.

**SECOND HALF-YEAR.**—Introductory to more extended course of classical reading: Lessing, *Minna von Barnhelm*; Schiller, *Maria Stuart*; Goethe, *Egmont*, *Hermann and Dorothea*.

**Course 3.** Advanced course in Schiller, Lessing and Goethe. Schiller, *Wallenstein*, with collateral reading in historical prose; Lessing, *Nathan der Weise*, *Laocoon*; Goethe, *Faust* (Parts 1 and 2), *Tasso*, *Iphigenie*, with collateral reading.

**Course 4.** This course will treat of the spirit of the most recent literary movement in Germany and the radical differences between the storm and stress movement of the 18th century, and the naturalistic revolt of the present.

**TEXT**—Lenz; Klinger; Sudermann; Hauptmann; Francke's Social Forces in German Literature.

## V. FRENCH.

PROFESSOR SAUNDERS.

MISS PAGE.

The main object of the French courses is to introduce the student to a knowledge of French thought as expressed by the greatest French writers; of French life, as the most vivid of national lives; of French literary style, as a model to all literatures of lucidity and artistic form. Grammar will be taught as necessary to intelligent reading; speaking, as giving an otherwise impossible vividness and naturalness to reading; literature will be stressed as revealing the history of the nation, the social, religious and political life of a great people.

An elementary course in Grammar and in narrative prose-reading will furnish the foundation for the more advanced work of succeeding years. Frequent translations from French into English, as well as from English into French, will be required, as showing the correspondences and differences in structure and idiom of the two languages, and as promoting readiness and accuracy in the use of English.

**Course 1. ELEMENTARY.**—In this year systematic training is given in pronunciation, on the basis of Grandgent's Grammar and of the best French usage. The grammatical and idiomatic forms of the language are carefully studied in scientific text-books and in the literary material furnished by varied reading.

This course is the equivalent of the entrance requirement, which presupposes not less than six hundred duodecimo pages of 19th century literature selected from the writings of at least five standard authors. Four hours a week.

This course is required of those who do not offer French for admission.

**TEXT**—Grandgent's, Whitney's, or Chardenal's Grammar; Super's French Reader; Balzac, Eugénie, Graudet; Halévy, L'Abbé Constantin; Erckmann and Chatrian Madame Thérèse; Mérimée, Colomba; Crane, Tableaux de la Révolution Française. Exercises.



**Course 2.** The historical study of the literature and language of the 17th century.

TEXTS AND READING—Corneille: *Le Cid*, *Horace*, *Cinna*, *Polyeucte*; Racine: *Athalie*, *Andromaque*, *Phèdre*, *Iphigénie*; Molière *Le Misanthrope*, *Tartuffe*, *Les Précieuses Ridicules*, *Les Femmes Savantes*; Fénelon: *De L'Education des Filles*; La Fontaine: *Fables*; Mme. de Sévigné: *Lettres Choiesies*; La Bruyère: *Les Caractères*; Saint-Simon: *Portraits*; Bossuet: *Oraisons funèbres*; Lanson; Brunetière.

Grammatical analysis and themes during the whole course. Three times a week through the year. This course is required for the degree.

**Course 3.** The Romantic Movement in France and its determining foreign influences.

TEXTS AND READING—Lamartine, Victor Hugo, Alfred de Vigny, Alfred de Musset, Gautier, Béranger, Sainte-Beuve, George Sand, Lanson, Brunetière.

Weekly themes during the course. Three times a week through the year.

**Course 4.** The Evolution of Realism.

TEXTS AND READING—Balzac, Mérimée, Edmond and Jules de Goncourt; Dumas, fils; Flaubert, Daudet; Lanson; Brunetière.

Weekly themes. Three times a week through the year.

**Course 5.** [Offered for 1902-03.] Latest phases of literary activity. Young France. Parnassians Décadents, Symbolists, Independents.

TEXTS AND READING—Leconte de Lisle, Coppée, Verlaine, Sully Prudhomme; de Hérédia, Barrès, Rod, de Regnier, Loti.

Weekly themes.

**Course 6.** Old French. [Offered for 1901-02.]

TEXTS AND READING—Clédât's *Grammaire de l' Ancien français*; Bartsch's *Chrestomathie*; Gaston Paris's *Littérature française, au moyen âge*, *La Poésie française au moyen âge*; *Chanson de Roland* (Gaston Paris); *Chrétien de Troyes*; *Yvain*, Cligès (Foerster); *Aucassin et Nicolette* (Suchier).

This course has been arranged with reference to the study of the literature of the Middle Ages. It will deal with the oldest literary monuments of the language, not concerning itself except incidentally with those that have only historical or philological value.

Twice a week during the session.

Students in all these courses have free access to the department library, including such works as Petit de Julleville's *Histoire de la Littérature et de la Langue française*, Rambaud's *Histoire de la civilisation française*, Rambaud's *Civilization Contemporaine*, Darmstetter and Hartzfeld's *Tableau de la littérature et de la langue au 16me siècle*, Nisard, Faguet's *Etudes littéraires*, *Les Grands Ecrivains français*, Gaston Paris's *La Littérature française au moyen âge*, *La Poésie française au moyen âge*, Lintilhac, Scherer, Sainte-Beuve, etc.

## VI. PHILOSOPHY.

PROFESSOR PARRISH.

MISS CRAIGHILL.

This department includes Psychology, Logic, Ethics and History of Philosophy. The Psychology is taught from the modern standpoint in connection with a well-equipped laboratory. In the required work, the first course of Psychology, to which three hours a week for seven months are given, is intended to secure for the student a good knowledge of the nature of the human mind and the laws of its operations. In the second course, which covers three hours a week for one term, the effort is made to introduce the student to the method of applying these laws in dealing with some of the important experiences of life. There is some discussion of their application to education, but this is general and not technical. The course is one which any woman in any station may take with profit and pleasure. The first course of Ethics is given largely with reference to its application to practical life. The second is theoretical and critical. The courses in Logic and History of Philosophy are intended to assist the students in grasping the conceptions on which all science rests, in coördinating the knowledge gained in other courses of study, and in gaining sufficient acquaintance with the rise and progress of Philosophic thought to enable them to be intelligent and discriminating in their attitude toward present theories.

**Course 1. PSYCHOLOGY AND LOGIC.**—This class meets three times a week throughout the year, and the course is required of all candidates for any degree. The Psychology work includes a brief study of the mental elements and their main compounds. It will consist of text-book work and prescribed readings, supplemented and illustrated by laboratory work on the part of the students and lectures from the professor. A brief course in Logic will occupy the last two months of the year.

**TEXT-BOOKS**—Titchener's *Outlines of Psychology*; Titchener's *Experimental Psychology*; Creighton's *Elementary Logic*.

**Course 2. APPLIED PSYCHOLOGY AND ETHICS.**—This class meets three times a week throughout the year, and is required of all candidates for a degree. The Psychology of the developing mind will be given the first term. It will include a brief study of the Psychology of childhood and adolescence, and a careful consideration of the application of the principles of Psychology to guidance in the formation and cultivation of mental habits. The relation of the school to the home and to society will receive some consideration. No special text-book will be used, but the students will have access to a well-selected library of books and periodicals. There will be lectures by the professor, with prescribed readings, discussions and papers by the students.

The Ethics will be given the last term. It will consist of a brief discussion of the Psychology of the moral life, a short survey and discussion of the various theories of the moral standard, and as much consideration as the time will allow of the application of these principles to the regulation of life, individual and social.

TEXT-BOOK—Mackenzie's Ethics. Reference books: Muirhead, Sidgwick, Mill, Spencer, Dewey and Green.

**Course 3. HISTORY OF PHILOSOPHY.**—This course will include a general account of the history of philosophic thought from its origin among the Greeks to the present time. An attempt will be made to show the relation of the various philosophical systems to the scientific thought and general civilization of the periods to which they belong, and to estimate their social and historical significance. The work will consist of lectures by the professor, prescribed readings and essays on the part of the students, together with some text-book study. The class will meet three times a week throughout the year.

TEXT-BOOKS—Weber's History of Philosophy; Royce's Spirit of Modern Philosophy, and supplemented from Fischer, Erdman, Windelband, &c. The most important reading will be from the writings of the great philosophers themselves.

**Course 4. ADVANCED PSYCHOLOGY AND ETHICS.**—This class will meet three times a week throughout the year. The Psychology will consist of lectures, prescribed readings and laboratory work. There will be a special consideration of attention, apperception, memory, the emotions, instinct, suggestion, and the Psychology of action. There will also be a brief study of the Psychology of sleep, dreams and hypnotism. The laboratory fee is two dollars.

The Ethics will consist of a critical survey of ethical theories and



a discussion of the bearings of moral standards upon social relations and duties.

Courses 3 and 4 may be taken as a part of the group in which Philosophy leads, or they may be taken by a student working in any other group as freely elective work. They may also be taken by graduate students.

**Course 5. METAPHYSICS.**—In this course certain fundamental questions in theoretical philosophy will be studied systematically. The theory of thought and knowledge, Realism and Idealism, Monism and Pluralism, Causation, Teleology, &c., will be considered. A text-book will be used, but the student will be referred to contemporary articles, discussions and lectures. This course may be taken as a free elective for the A. B. degree or by graduate students. The class will meet three times a week throughout the year.

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## VII. PEDAGOGY.

PROFESSOR PARRISH.

MISS CRAIGHILL.

The work of this department is intended, primarily, for students who expect to teach and for teachers already in the field, but several of the courses may be taken with profit by those who do not expect to teach, but wish to gain some acquaintance with the principles of education in order that they may perform, more intelligently, their duties as members of society. Enough practical work is offered to enable young women who expect to teach to be intelligent self-critics and to gain some power and skill in teaching. At one time, professional training was thought necessary for teachers of primary schools only, but it is highly probable that in the near future such training will be required of high school and college teachers also. It is becoming, every year, more and more difficult for inexperienced college graduates without practical and theoretical pedagogy to secure good positions. It is not claimed that the study of Pedagogy can take the place of a thorough knowledge of the subject to be taught, or that it will make good teachers of all persons who take it, but it is believed that a careful study of it will give a degree of efficiency which could be gained otherwise only by years of experience, that it will enable the teacher to avoid experimentation which may be very injurious to the student, and that it will give a basis for growth in excellence not otherwise attainable. Several small groups of children will be taught



next year in connection with this department, in which the principles of correct teaching will be illustrated. The department has permission to use, also, the Lynchburg city schools for purposes of observation and practice.

**Course 1. ELEMENTARY PEDAGOGY.**—(a) *Theoretical*.—This part of Course 1 occupies two meetings a week throughout the year. During the first term, the class will study the History of Education. There will be lectures on oriental and classical systems, but the class will study closely Socrates and his methods of teaching, as shown in Xenophon's *Memorabilia* and Plato's *Dialogues*. After some further lectures on medieval and renaissance education, the class will study the work of Comenius, Bacon, Rousseau, Pestalozzi, Froebel, Spencer and Herbart. The students will have access to a good pedagogical library, but will be expected to own several books relating to the educators studied. During the second term, the principles of Pedagogy will be studied in their relation to the work of the teacher.

(b) *Practical*.—In this work, the principles of lesson-making, lesson-giving and questioning are especially emphasized, and the students are required to apply these principles, in connection with actual classes, under the criticism of the professor. This part of the work occupies one meeting a week throughout the year.

**TEXT-BOOKS**—McMurray's *Method of the Recitation*, and Rein's *Outlines of Pedagogics*.

**Course 2. (a) PHILOSOPHY OF EDUCATION.**—This class meets twice a week throughout the year. It considers the subject of the education standard and its application to the values of the curriculum. It deals also with the principles underlying the organization of the respective disciplines and the psychology of the process of assimilating these subjects.

(b) **HISTORY OF EDUCATION.**—The growth of educational thought will be traced in its relation to the growth of philosophic thought in general, and some of the great educational masterpieces will be studied. The class will meet once a week throughout the year. The course presupposes the first half of Course 1.

**Course 3 A. SPECIAL METHOD.**—In this course there will be a discussion of the selection and adaptation of materials in Geography, History, Literature, Nature Study, Form, Number, etc. The course will be accompanied by systematic observation of primary and gram-

mar grade teaching in a good system of city schools and by as much practice in teaching in these schools as time will allow. The class meets three times a week through the year, and observation and practice are required in connection with it.

**Course 3 B.** In this course, there will be a discussion of the selection and adaptation of materials for advanced Grammar Grade and High School subjects. Some special subject or subjects may be emphasized at the option of the class. In the year 1900-1901, mathematical pedagogy received the main emphasis. Courses 3 B and 4 will be given in alternate years.

**Course 4. CHILD STUDY.**—It is the aim of this course to present the subject of child-study both theoretically and practically. It will include an investigation of the methods and problems of the study, a statement of the results so far reached and as much practical work as the time will allow. The students will have access to a good system of city schools. The College library will contain as much of the literature of Child-Study as is necessary for the work. The class will meet three times a week for the entire year.

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## VIII. HISTORY.

PROFESSOR LATANÉ.

The courses in History are designed to impart a knowledge of the essential facts of human progress and of the forces that have determined modern civilization. Instruction is given by means of text-books, discussions, topical outlines and oral reports. In the more advanced classes the system of lectures and collateral reading is employed.

For the A. B. degree one year in History is required, usually Course 1, but Course 2 may be substituted by students who have had sufficient training to enable them to pursue it with profit.

**Course 1. CLASSICAL HISTORY.**—(a) *Beginnings of Civilization and History of Greece.*—The first six weeks of this course are devoted to the study of Classical Geography and to a rapid survey of the beginnings of civilization in the Euphrates Valley and in Egypt. The class then takes up the history of Greece, devoting special attention to her contributions to civilization in the departments of art, literature, philosophy and politics. Three hours a week first term.

**TEXT-BOOKS**—Tozer's Classical Geography, Hommel's Civilization of the East, Botford's History of Greece, Readings from Herodotus, Thucydides and Plutarch.

(b) *History of Rome*.—This course traces the internal development of the city, the expansion of the republic, the rise and decline of the imperial system, the struggle between the Roman and the Teuton, and the fusion of the two races in the empire of Charlemagne. Three hours a week second term.

TEXT-BOOKS—Botsford's *History of Rome*, Emerton's *Introduction to the Middle Ages*; Readings from Livy, Tacitus and Plutarch.

**COURSE 2. EUROPEAN HISTORY.**—(a) *Middle Ages*.—This course covers the formation of the Papacy, the foundation of the Mediæval Empire, the Feudal System, the Crusades, Scholasticism, Humanism and the Renaissance. Three hours a week first term.

TEXT-BOOKS—Emerton's *Mediæval Europe*, and Adams's *Civilization during the Middle Ages*.

(b) *Modern Times*.—This course embraces the Humanistic Movement in Northern Europe, the Reformation and Thirty Years' War, the Rise of Prussia, the French Revolution, and a rapid survey of European history from the Congress of Vienna to the present day. Instruction is given by means of lectures, papers on assigned topics and collateral reading. Three hours a week second term.

**COURSE 3. NINETEENTH CENTURY.**—This course covers the political history of Europe from the overthrow of Napoleon to the present day. A part of the time is given to the principles of historical criticism. Special attention is devoted to international relations, and to recent phases of European colonial development. Three hours a week through the session. Offered for 1902–1903.

TEXT-BOOK—Seignobos' *Political History of Europe since 1814*.

**COURSE 4. POLITICS.**—This course is a study of the history and theory of government. Special attention is given to English and American institutions. Three hours a week through the session. Offered for 1901–1902.

TEXT-BOOKS—Woodrow Wilson's *The State*, Bryce's *American Commonwealth*.

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## IX. SOCIOLOGY.

PROFESSOR LATANÉ.

**COURSE 1. *Elements of Sociology*.**—This course is designed to train young women to look at social phenomena in their wider aspects, and thus to prepare them to give intelligent direction to the efforts that are being put forth in every community for the amelioration of social con-

ditions. The first three months of the course are given to the systematic study of the more important principles of economics. The general theory of Sociology is then taken up as developed in the writings of Spencer, Ward, Small and Giddings. Much of the time is given to the consideration of practical questions, such as charities and corrections, punishment and reformation, old age pensions and working-men's insurance, factory legislation, the labor movement, woman's work and wages, college settlements, labor institutes, tenement-house reform, sanitation, marriage and divorce, and the church in relation to social reform. Three hours a week through the session.

This course is required for the A. B. degree.

## X. MATHEMATICS.

PROFESSOR PATTILLO.

MISS DULIN.

**Course 1.** (a) **ADVANCED ALGEBRA.**—Beginning with a fuller treatment of ratio, proportion, variation, the three progressions, surds and imaginaries than is usually given in preparatory schools, this class will take up in order the theory of quadratic equations, permutations and combinations, binomial theorem, logarithms, series, undetermined coefficients, probability, determinants, and the theory of equations.

(b) **SOLID GEOMETRY.**—Lines and planes in space, dihedral and polyhedral angles, projections, polyhedra, including prisms, pyramids and the regular solids, cylinders, cones, spheres, spherical triangles, and the measurement of surfaces and solids.

(c) **PLANE TRIGONOMETRY.**—While a careful study will be made of the properties of right and oblique triangles and their solution, much of the time will be devoted to trigonometric analysis.

Four times a week through the year.

**TEXT-BOOKS**—Hall and Knight's Higher Algebra; Phillips and Fisher's Elements of Geometry; Lonèy's Plane Trigonometry, Part I.

**Course 2.** (a) **SPHERICAL TRIGONOMETRY.**—This course affords a brief but comprehensive study of right and oblique spherical triangles.

(b) **ANALYTIC GEOMETRY.**—The conception of a locus having been established, the straight line, the circle, the parabola, the ellipse, the hyperbola, the polar equation of the conic, and the general equation of the second degree are successively taken up; this is followed by an elementary introduction to Solid Geometry.



(c) **DIFFERENTIAL AND INTEGRAL CALCULUS.**—A study of the elementary principles and applications of the Calculus.

Three times a week through the year.

TEXT-BOOKS—Murray's Spherical Trigonometry; Loney's Coördinate Geometry; Osborne's Differential and Integral Calculus.

**Course 3. (a) INTEGRAL CALCULUS.**—This is a continuation of the work given in Course 2, the subject here being treated much more fully.

(b) **THEORY OF EQUATIONS.**—An advanced course in the general Theory of Equations in which a knowledge of the Calculus will be presupposed.

Three times a week through the year.

TEXT-BOOKS—Osborne's Differential and Integral Calculus, supplemented by Murray's Integral Calculus; Burnside and Panton's Theory of Equations, Vol. I.

**Course 4. (a) ANALYTIC GEOMETRY OF THREE DIMENSIONS.**—The plane, the straight line, quadric surfaces, general theory of surfaces.

(b) **DIFFERENTIAL EQUATIONS.**—An elementary course devoted mainly to the solution of the simpler ordinary and partial differential equations, with especial attention to Differential Equations occurring in Physics and Astronomy.

Three times a week through the year.

TEXT-BOOKS—C. Smith's Solid Geometry; Murray's Differential Equations.

**Course 5. (a) ANALYTIC GEOMETRY.**—An advanced course, with an introduction to modern Analytic Geometry.

(b) **ADVANCED CALCULUS.**—The usual topics of an advanced course will be treated, while many examples taken from problems in Geometry and Physics will be considered.

Three times a week through the year.

TEXT-BOOKS—Salmon's Conic Sections; Williamson's Differential Calculus; Williamson's Integral Calculus.

## XI. CHEMISTRY.

PROFESSOR MARTIN.

**Course 1. INORGANIC CHEMISTRY.**—This is an elementary but comprehensive course. It embraces all the elements and their most important compounds. The subject is developed from the standpoint of the Periodic Law. Especial attention is given to the demonstration of the fundamental laws of Chemistry, the writing of equations, and the

solving of stoichiometric problems. About one hundred and twenty hours are spent in laboratory work. The class meets three times weekly throughout the year.

REFERENCE—Freer's General Inorganic Chemistry.

**Course 2. QUALITATIVE ANALYSIS.**—This course is based on the modern theory of solutions. It embraces the separation and identification of the common metallic bases and inorganic and organic acids, the observation and mapping of flame and spark spectra with both the direct vision and the reflecting spectroscope, and basic and acid analysis with the blow-pipe. These subjects are studied in the order in which they are mentioned. Care is taken to prevent the acquisition of mechanical methods of working. About one hundred and eighty hours are spent in laboratory work. The class meets three times weekly throughout the year.

REFERENCE—Fresenius' Qualitative Analysis.

**Course 3. ORGANIC CHEMISTRY.**—This course presents a systematic and comprehensive survey of the hydrocarbons and their compounds. The theoretical basis of the science is emphasized. The subject is presented in lectures, each of which is followed by the laboratory work necessary for its elucidation. Recitation follows immediately upon completion of the laboratory practice. About one hundred and eighty hours are spent in laboratory work. The class meets three times weekly throughout the year.

TEXTS—Remsen's Organic Chemistry; Orndorff's Laboratory Manual.

REFERENCE—Roscoe and Schorlemmer's Treatise.

**Course 4. QUANTITATIVE ANALYSIS.**—This course includes gravimetric, volumetric, electrolytic, and colorimetric methods. The practical work embraces the theory of the balance, double weighing and weighing *in vacuo*; the calibration of thermometers, pipettes, burettes and flasks; the preparation of fractional normal and standard solutions and reagents; and analysis of salts, minerals, alloys and potable water. About three hundred hours are spent in laboratory work.

TEXT—Clowes and Coleman's Quantitative Analysis.

REFERENCE—Fresenius' Quantitative Analysis.

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## XII. GEOLOGY AND MINERALOGY.

PROFESSOR MARTIN.

**Course 1. GEOLOGY.**—This course embraces Physiographic, Lithologic, Dynamic, and Historical Geology, and the Elements of Paleon-

tology. Instruction is given by lectures, laboratory practice, excursions and recitations. The department is equipped with good collections of photographs, models, charts, minerals, rocks, and fossils. The vicinity abounds in magnificent illustrations of Dynamical Geology. The class meets twice weekly throughout the year.

TEXT—Dana's Revised Geology.

REFERENCES — Dana's Manual; Reports of the United States Geological Survey.

**Course 2. MINERALOGY.**—This course embraces the Elements of Crystallography, and Determinative and Systematic Mineralogy. Practical work is given in the use of the contact and the reflecting goniometer, the study of crystal models and natural crystals, and the identification of minerals by their physical characteristics and blow-pipe reactions. About sixty of the most important rock-forming minerals are assigned as unknown substances and their classification required. The class meets twice weekly throughout the year.

TEXTS—Williams' Crystallography; Brush's Determinative Mineralogy; Dana's Manual of Mineralogy.

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### XIII. PHYSICS.

PROFESSOR RIDDICK.

**Course 1. GENERAL PHYSICS.** — This course embraces a general treatment of mechanics, sound, light, heat, magnetism, and electricity. Two periods of each week throughout the year are devoted to lecture and recitation, and four periods weekly are spent in laboratory practice. Students taking this course must have completed Chemistry 1, and Trigonometry.

This course is required for the degree.

TEXTS—Carhart's University Physics; Sabine's Laboratory Manual.

**Course 2.** [Offered for 1902-1903]. In this course, after the study of mechanics, special topics in Light, Heat and Electricity and Magnetism will be taken up. The work done in the laboratory is largely *quantitative*, its purpose being to cultivate habits of accuracy in observing, exactness in recording, and concentration in attending. The course includes mechanics of solids, gases and liquids, and such special topics as thermometer-testing, colorometry, electrical and magnetic measurements, photometry, curvature of lenses, etc.

Course 1 in Physics and Course 2 in Mathematics are prerequisites. Three hours per week.

## XIV. BIOLOGY.

PROFESSOR RIDDICK.

**Course 1. *Introductory.*** (a) **PHYSIOLOGY.**--The class recites twice weekly throughout the first half-session. Two periods of each week are devoted to laboratory work. Introductory Physics and Chemistry 1 are prerequisites.

TEXTS—Martin's Human Body and Laboratory Manual.

(b) **BOTANY.**--The class recites twice weekly throughout the second half-session. Two periods each week are devoted to laboratory work.

TEXTS—Bessey's Botany; Gray's Manual.

This course is required of all who have not offered these subjects for entrance.

**Course 2. GENERAL BIOLOGY.**--This course is devoted to the study of life in the order of logical development. A few representative species of both types of life are studied minutely. The student is expected to master the technique of the compound microscope, the hardening, sectioning, and staining of tissues, and the mounting of slides. Two periods of each week throughout the year are devoted to lecture and recitation, and four periods weekly are spent in laboratory practice. Course 1 is a prerequisite.

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## XV. ENGLISH BIBLE.

**Course 1.** Study of the contents of the various books of the Bible, their literary form and ethical teaching. In the Old Testament those sections are chosen for study which best illustrate the four different forms of literature found therein; prophetic literature, legal literature, wisdom literature and devotional literature. The second term is devoted to the study of the life of Christ and the labors of the apostles. This course is required of all students in the first year. Two hours a week through the session.

TEXT-BOOKS—The English Bible with references, concordance and maps; Stevens and Burton's Harmony of the Gospels; Stalker's Life of Christ.

**Course 2.** Critical and historical study of the Bible. This course deals more especially with the history of the Hebrew people, the date and authorship of the various books of the Bible and the circumstances under which they were written. It is designed for advanced students and is elective in the third or fourth year. Two hours a week through the session.

TEXT-BOOKS—Kent's History of the Hebrew People; Purves's Apostolic Age.



## XVI. ELOCUTION.

MISS BALLOU.

## I. GENERAL.

Every student in the College may have practical instruction in Elocution in class free of charge, and all are encouraged to avail themselves of the opportunity.

Elocution is taken to mean the "simple, genuine, unfettered expression of a human soul," and this ideal is constantly kept before the pupil's mind. The course aims to cultivate the voice for speaking, reading and recitation; to develop the power to grasp printed thought with facility and give it cultured and yet natural expression; to develop the imagination and the ability to interpret intelligently and sympathetically.

**Course 1.** Philosophy of the voice; breathing and vocal exercises; elementary exercises of voice culture. Study of principles underlying expression, and their practical application for intelligent reading of various styles of composition. Once a week.

TEXT-BOOKS—Brooks' Elocution and Reading; Teacher's Notes; Supplementary Selections.

**Course 2.** Philosophy of the voice; breathing, and vocal exercises for elementary sounds and articulation; posture; voice culture for quality, power, resonance, flexibility and tone color. Study of the principles underlying expression, with practical application to all selections studied. Study from an elocutionary standpoint of various styles of composition—narrative, descriptive, didactic, humorous, etc. Analysis and rendition of standard prose and poetry.

The psychological, rather than the imitative, is the method employed, as this affords mental discipline and gives opportunity for the cultivation of taste and judgment. Once a week.

TEXT-BOOKS—Evolution of Expression, Vols. I and II; Teacher's Notes.

A course in English Literature is prerequisite for Course II, and a knowledge of History and Elementary Psychology is desirable.

## II. SPECIAL.

This work is for those who desire private instruction. The fee is twenty-five dollars for the half-session. The course covers the various elements of voice expression. Studies as enumerated under Course II, with the addition of dramatic analysis, character study and gesture.

These elements are studied with special reference to the defects and powers of the individual. The selections used are taken from the best English and American literature.

Only material of real worth and literary merit is used, as the instruction aims at culture, not superficial accomplishment. Two half-hour lessons a week.

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## XVII. PHYSICAL TRAINING.

MISS BALLOU.

In this department three classes of work are offered. The system of Anthropometry has been introduced, and each student may have special examination (including strength tests, lung capacity, etc.,) and a prescription of exercises specially adapted to her individual needs.

**Course 1. GENERAL CLASS WORK.** — A systematic course of physical training designed for natural development of the physical organs and maintenance of health. It is carefully planned for the normal student to insure steady improvement in strength, with correctness and ease of movement.

This course, which is free to all resident students, is required work during freshman and sophomore years for all resident students under twenty-one years of age, and is optional for succeeding college years.

**Course 2. SPECIAL GYMNASTICS.**—Exercises designed to meet the special requirements of the individual, and arranged for practice by the student after instruction from the physical director. The use of the gymnasium and apparatus at regular periods is at the disposal of students taking this course.

**Course 3.** (a) Private instruction in the art of fencing, designed to develop superior suppleness, vigor and grace.

(b) Medical gymnastics; for non-resident students only.

Basket ball and tennis courts afford opportunity for out-door games, and for those students who prefer gentler exercise, ample arrangement is made for freedom with protection, by graded winding walks more than a mile in length, within the college campus; walks supplied with rustic settees in quiet nooks, and again opening upon wide extended views of plain and billowing mountains.

This restful intercourse with nature is of incalculable value to their health and physical development.

## XVIII. MUSIC.

PROFESSORS DAVIS, SCHEHLMANN AND ADAMS, MR. OTTAIANO,  
MISSSES SHARP AND MAPP.

This department will provide instruction both practical and theoretical in theory, history, piano, organ, violin, solo singing, choral and sight singing, and methods of teaching music.

Students completing the courses in either piano, organ, or vocal music will receive a Certificate of Proficiency from the Department of Music. This is credited as three hours on the A. M. degree.

The four courses in Theory are required for completion of either instrumental or vocal courses. All students of music, instrumental or vocal, will be required to take the introductory year in Theory, unless excused after examination.

Students in the vocal course will be required to pass the examination in Piano Course 2 before certificate will be given.

Resident students who specialize in music will be required to take six hours a week in the academic departments. Half-courses are offered for those whose literary studies do not leave full time for music. In music as in other subjects, students enter the courses for which they are prepared.

A special course in the art of teaching music is offered.

Examinations are given twice a year and students are advanced as rapidly as possible. Each course is designed to cover one year's time, but if a student has time for extra practice, or learns rapidly, she will be advanced at any time to the course her progress entitles her to enter; if she falls below the work required in amount or excellence, she will not be advanced until the deficiency is made up. The introductory courses are arranged for students whose training has been deficient.

Students receive both private and class lessons. Musicales and lectures will be given frequently.

For terms, see pages 122-123.

## I. PIANOFORTE.

PROFESSOR DAVIS.

PROFESSOR ADAMS.

MISS SHARP.

MISS MAPP.

This department is under the direct supervision of Professor Davis.

Students must be familiar with correct phrasing, staccato and legato touch, the ordinary signs used in music, and their application, and have some technical proficiency before Course 1 can be taken.

An Introductory Course is arranged for all who require it.

**Course 1.** Students who take this course will have technical studies to develop touch, finger, and wrist action; scales and arpeggios in various forms; studies and sonates by such composers as Czerny, Clementi, Loeschorn, Kuhlan, or equivalents. Two lessons a week (one class and one private) and two periods of daily practice through the year.

**Course 2.** Continued study of scales and arpeggios; studies and sonates by Clementi, Heller, Mozart, Haydn, Mendelssohn, Bach, selections from Mathew's Graded Studies, etc. Two lessons a week (one class and one private) and two periods of daily practice through the year.

**Course 3.** Scales in double thirds and sixths; arpeggio, trill, and wrist studies; selections from Bach Inventions; Clementi, Cramer and Loeschorn studies; Mathew's Graded Studies, Beethoven Sonates, Schubert, Schumann, Chopin, and other classic composers. Two lessons a week (one class and one private) and two periods of daily practice through the year.

**Course 4.** This course is a perfecting of all the previous courses. More difficult technical studies will be required, and larger, more important works by the best composers will be studied. No student can complete this course until a thorough knowledge of the best music for the pianoforte has been acquired, with sufficient mastery of technique to interpret such works with intelligence. In Course 4 attention will be given to four and eight hand arrangements for the pianoforte of symphonies and other compositions for orchestra. Two lessons a week (both private) and two periods of daily practice through the year.

## II. VOCAL MUSIC.

PROFESSOR SCHEHLMANN.

MISS MAPP.

Instruction in vocal music will be given in private and class lessons. Courses are offered in solo singing, sight singing and chorus practice. Students are expected to have some knowledge of the rudiments of music, and ability to read simple music before taking Course 1.

### SOLO SINGING.

**Course 1.** Lessons in breathing and production of tone; development of registers; beginning of the study of *Messa di Voce*; intervals without portamento; roulades in slow movements; easy solfeggio, and exercises by Concone and Panofka, with songs by Abt, Gumbert,



Sullivan, Cowen, etc. Two lessons a week (both private) and one period of daily practice through the year.

**Course 2.** Study of intervals with portamento, diatonic and chromatic scales in slow movement; arpeggios and studies by Bordogni. English ballads and sacred music. Two lessons a week (both private) and one period of daily practice through the year.

**Course 3.** Study of major and minor scales, arpeggios, turns and trills in rapid movement; difficult studies by Sieber and Marchesi. English, French, German and Italian songs. Oratorio and church music.

Two lessons a week (both private) and one period of daily practice through the year.

**Course 4.** Study of major and minor scales with increased rapidity of execution; arias and cavatinas from French, German and Italian operas. Songs from classic writers, viz.: Grieg, Lassen, Jensen, Franz, Rubinstein, Schubert, Schumann, etc. Theory and practice of accompaniment. All students who complete Course 4 must pass the examinations required in Course 2 of pianoforte playing, and such examinations as the professor of vocal music may require in sight singing and chorus practice.

#### SIGHT SINGING.

All students of vocal music are required to sing in the sight singing class, unless excused for special reasons. It is preparatory to the chorus class, and is indispensable to students beginning vocal music.

Practice in sight singing does much to develop the sense of rhythm and harmony. All students of music are strongly urged to enter this class. Two lessons a week for two years.

#### CHORUS CLASS.

This class is open to students who pass the examination required by the professor of vocal music. All vocal students are expected to sing in this class, which meets once a week through the year.

This class is in two divisions, viz :

1. Female chorus.
2. Chorus of mixed voices in conjunction with the Concordia Glee Club, of Lynchburg.

The first division will study choral works for female voices by the best composers, Mendelssohn, Schumann, Rubinstein, etc. The

second division will study the best choral works for mixed voices. An unusual opportunity is thus afforded students to become familiar with some of the larger works for mixed voices.

#### MARCHESI CLASS.

A new feature of the vocal work is the "Marchesi Class." It is a general belief that private instruction gives the best and quickest results. This in many instances is true; however, the ambitious and endowed student, who knows how much can be gained by observation, will see the advantage of being in class with others of equal knowledge and natural endowment.

Marchesi teaches exclusively in this way: The students observe classmates, their faults, corrections, etc. We advise, however, only the vocally as well as musically endowed to enter this class. Two lessons a week (full hour) through the year, and usual time for practice.

#### III. ORGAN.

PROFESSOR ADAMS.

A carefully arranged course in organ music is offered students. A large Mason & Hamlin organ, with two manuals and full set of pedals, is accessible to students for practice at the College. A pipe-organ is available for more advanced students. Two lessons a week and such practice as the student requires. As a rule, this course covers four years.

#### IV. VIOLIN.

MR. OTTAIANO.

Instruction on the violin will be given in private or class lessons. A systematic course is followed. Two lessons a week and such practice as the student requires. As a rule, this course covers four years.

#### V. STUDENTS' HALF-COURSE.

Students whose academic studies prevent their taking full work in music, but who desire to keep up and add to their knowledge and skill, can take one lesson each week, with one period daily practice.

#### VI. TEACHERS' COURSE.

For those who wish to prepare to teach music, the combination of Psychology and Pedagogy with Music offers marked advantages:

1. The student will be taught music in the newest and best approved methods.

2. She will be taught how to instruct scientifically, both by precept and example.

3. Instruction in collateral subjects, the knowledge of which is essential to the highest excellence, is at hand to add the stamp of rounded culture. We deem this of special importance.

4. The musicales and lectures furnish valuable information to students, give experience of playing before an audience, and a practical knowledge of the best music, both classic and modern.

## VII. THEORY.

PROFESSOR DAVIS

MISS SHARP.

An introductory course of one year is offered, and students will be required to pass a satisfactory examination before taking Course 1.

### Introductory Year.

The history of notation ; formation of intervals ; origin and development of scales and simple harmonic chords ; relationship of keys ; a general survey with illustration at keyboard of rhythm, tempo, marks of expression, use of pedals, phrasing, and melodic embellishments. Twice a week through the year.

**Course 1. HARMONY.**—This course includes a thorough treatment of intervals ; the principal consonant and dissonant chords in their relation to harmonic progression ; modulation to related keys ; the use of passing notes and suspensions ; the harmonizing of a given theme, or a figured bass ; practical work at keyboard and in written exercises. Twice a week through the year.

**Course 2. ADVANCED HARMONY AND COUNTERPOINT.**—A continuation of Course 1, with an enlarged development of dissonant combinations. Use of the pedal note, unrelated tones, and harmonic sequences as applied in harmonizing a given theme, and in original exercises. Harmonic counterpoint; harmonic accompaniment; practical work at keyboard and in written exercises. Twice a week through the year. This course is open to students who have completed Course 1.

**Course 3. HISTORY OF MUSIC.**—This course will give a general survey of the subject. Ancient and Greek music; the music of the early Christian Age; the development of Counterpoint and Polyphonic music; Luther's Reformation; the Italian, French, and German opera; the Oratorio; the development of Instrumental music; the

great Art Forms; biographies of the great composers. Twice a week through the year.

This course is open to all College students, but students are advised to take Courses 1 and 2 in Theory before taking Course 3.

**COURSE 4. COUNTERPOINT, FORM, AND ANALYSIS.**—This course is a development of work begun in Course 2, and includes more advanced work in Counterpoint, with thematic, rhythmic and harmonic analysis of compositions by the best composers of the classic and romantic periods. Twice a week through the year. This course can be taken after Course 2, but will be of greater benefit to students who also take Course 3 before beginning Course 4.

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## XIX. ART.

PROFESSOR SMITH.

A large sky-lit studio is provided for this work. The purpose of the department of Art is not only to give students a knowledge of drawing and painting, but to develop their power of observation and appreciation of the true and the beautiful. The time of the student is devoted to the study of the principles that underlie all true work in art, and to their application in work of gradually increased difficulty. It is not diverted to making decorations. The method is the same as that used now in the best art schools, such as the Art Students' League, of New York, and the Académie Julian, in Paris, France, in which city the instructor studied art five years.

**FREE-HAND DRAWING.**—A course of free-hand drawing, in which the principles of correct drawing are taught and exemplified, is offered free of extra charge to students taking literary courses.

**HISTORY OF ART.**—A lecture course on the History of Art will be offered one hour weekly, free to all students, and elective in A. B. degree groups.

**TECHNICAL.**—For those seeking technical excellence, the following courses are offered. For terms, see pages 122–123:

**Course 1.** Drawing from objects and casts.

**Course 2.** Drawing from casts—heads, busts, and full-lengths.

**Course 3.** Drawing heads from life, draped models. Painting from still-life. Composition. Sketching.



**Course 4.** Drawing from life. Painting from still-life. Composition. Out-door sketching.

**Courses 5 and 6.** Painting from life. Composition. Out-door sketching.

The composition class meets every week, when each student brings an original drawing or painting representing her conception of the subject which has been assigned for treatment. Each composition is criticised minutely for the benefit of all, and care is taken that the students are drilled in the principles that are necessary for the foundation of good pictures.

A sketch class meets weekly during the entire year, doing rapid pen or pencil sketching from life indoors during the winter, and outdoor landscape sketching during the season suitable for such work. All art students are members of this class without extra charge. It is designed as preparatory to illustrative drawing.

Memory-sketching is used to strengthen the habit of close attention to the daily subject in hand.

Painting may be done either in oils or in water colors.

A course in pastel and miniature painting is offered.

**HALF-COURSE.**—Students whose academic studies prevent them from taking full work in Art, may take half-courses. For cost of these see page 122.

## SCHEDULE OF RECITATIONS IN INTRODUCTORY AND REQUIRED COURSES.

PERIODS.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
<i>First.</i>		Mathematics, 1. Greek, 1.	Mathematics, 1. Physics, 1. Greek, 1.	Greek, 1.	Mathematics, 1. Greek, 1. Physics, 1.	Mathematics, 1. Greek, 1.
<i>Second.</i>	Latin, Introd. Ethics & Psychology	Latin, 1. Sociology. French, 1.	Latin, Introd. Ethics & Psychology French, 1.	Latin, 1. Sociology. French, 1.	Latin, Introd. Ethics & Psychology	Latin, 1. Sociology. French, 1.
<i>Third.</i>	English, 2.	English, 1. German, 2. Greek, 3.	English, 2. Bible, 1.	English, 1. German, 2. Greek, 3.	English, 2. Bible, 1.	English, 1. German, 2. Greek, 3
<i>Fourth.</i>		French, 2. Greek, 2. English, Introd.	Philosophy, 1. English, Introd.	French, 2. Greek, 2. English, Introd.	Philosophy, 1. English, Introd.	French, 2. Greek, 2. English, Introd.
<i>Fifth.</i>	German, 1.	History, 1. German, 1.	History, 1.		History, 1.	
				German, 1.		German, 1.
	Dinner.	Dinner.	Dinner.	Dinner.	Dinner.	Dinner.
<i>Sixth.</i>	Laboratory Work.	Laboratory Work. Mathematics, Introd.	Laboratory Work. Mathematics, Introd.	Chemistry, 1. Biology, 1.	Laboratory Work. Mathematics, Introd.	Chemistry, 1. Biology, 1. Mathematics, Introd.
<i>Seventh.</i>	Laboratory Work.	Laboratory Work.	Laboratory Work.		Laboratory Work.	
<i>Eighth.</i>	Laboratory Work.	Laboratory Work.	Laboratory Work.		Laboratory Work.	

## EXPENSES FOR HALF-SESSION.

## I. For literary courses:

Matriculation.....	\$ 7 50
Tuition in three or more courses ..	37 50
Tuition in two courses (for those specializing in Music or Art)..	25 00
Board, including fuel, lights, laundry, gymnasium and medical attendance.....	80 00

*Note 1.* Students taking laboratory courses in Chemistry 1, or in Biology, Mineralogy or Physics, pay a laboratory fee of \$5.00 for material and use of apparatus. For advanced elective courses in Chemistry the laboratory fee is \$10.00. The laboratory fee in Psychology is \$2.00. In Geology, \$1.00.

## II. For Music:

	<i>Half-Course.</i>	<i>Full Course.</i>
<i>Piano</i> : Introductory course.....	\$10 00	\$18 00
Courses 1 and 2.....	15 00	27 00
Courses 3 and 4.....	18 00	32 50
Use of piano one period (50 minutes) daily....	3 00	—
Use of piano two periods daily.....		5 00
<i>Violin</i> .....		30 00
<i>Vocal</i> : Course 1 or 2 with assistant.....		25 00
Course 1 or 2 with professor.....		32 50
Course 3 or 4.....		32 50
Marchesi Class.....		20 00
Sight Singing.....		5 00
Chorus.....		5 00
<i>Theory</i> : Introductory Course.....		5 00
Course 1 or 2.....		10 00
Course 3 or 4.....		15 00

## III. For Art: According to advancement.

	<i>Half-Course.</i>	
1. Courses 1 and 2.....	\$10 00	18 00
2. Courses 3 and 4.....	15 00	27 00
3. Courses 5 and 6.....		30 00

*Note 2.* Students devoting double time to Music or Art are required to take only two literary courses, for which the tuition fees are \$25.00.

## IV. Special Elocution..... 25 00


## V. Special Physical Culture:

Course 2.....	10 00
Course 3.....	20 00

## VI. Laboratory fees for students using the Scientific and Psychological

laboratories (see Note 1 above).....\$1 to 10 00

All College fees are due the first day of each half-session.

 The proportionate part of board alone will be refunded when students leave through necessity. Should a student withdraw at our instance, the proportionate part of all fees will be refunded. In no other case will any reimbursement be made.

## SUMMARY.

From the above it will be seen that the cost of the courses most usually taken is as follows:

I. For students taking the full literary course:

Tuition and Matriculation . . . . .	\$ 45 00
Board . . . . .	80 00
Total . . . . .	<u>\$125 00</u>

To this add laboratory fee as above, if student takes  
Chemistry, Biology, Physics or Psychology.

II. For students who add half-Music without Theory, or half-  
Art, to the literary course:

Literary course with board as above . . . . .	\$125 00—\$125 00
Half Music, according to advancement . . . . .	10 00— 18 00
Use of piano one period daily . . . . .	3 00— 3 00
Total . . . . .	<u>\$138 00—\$146 00</u>

III. For students taking three or four literary subjects and full  
advanced course of music :

Literary course with board as above . . . . .	\$125 00—\$125 00
Music, according to advancement . . . . .	27 00— 32 50
Theory, according to advancement . . . . .	5 00— 15 00
Use of piano two periods daily . . . . .	5 00— 5 00
Total . . . . .	<u>\$162 00—\$177 50</u>

IV. For students specializing in advanced Music :

Literary course—two subjects—and board . . . . .	\$112 50—112 50
Music according to advancement . . . . .	27 00— 32 50
Theory, advanced . . . . .	10 00— 15 00
Use of piano three periods daily . . . . .	10 00— 10 00
Total . . . . .	<u>\$159 50—170 00</u>

V. For students specializing in Art:

Literary course—two subjects with board . . . . .	\$112 50—\$112 50
Art, according to advancement . . . . .	18 00— 30 00
Total . . . . .	<u>\$130 50—\$142 50</u>

The cost of any proposed course will be given upon application.

FURNITURE.—The College supplies the students' rooms with bedstead, bureau, wardrobe, washstand, chairs, mattress, pillows and



crockery. Each student should bring with her sheets, blankets, a counterpane, pillow-cases (size 36x24 inches) and towels; also one dozen napkins, her own marked napkin-ring, and any other articles of use or ornament desired for her room, such as knife, fork and spoon, pictures, etc. The rooms are finished with mouldings for hanging pictures.

LAUNDRY.—Each student is entitled to the washing of twenty *plain* pieces a week. Students can have extra pieces washed by paying for them at laundry rates.

No article will be received for the laundry which is not plainly and indelibly marked.

## TO THE WISE PHILANTHROPIST.

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The friends of the higher education of woman are earnestly requested to consider the claims of Randolph-Macon Woman's College upon their generosity. It has laid the foundation of a true college for women, broad and deep. Sufficient endowment has been secured to assure its permanence. To this benefactors may add with confidence that their gifts will not be wasted. Each contribution is made more effective by those that have preceded it, and in turn enhances their value. We ask for (1) \$100,000 additional endowment; (2) one hundred scholarships of \$100 each to aid needy and deserving students; (3) \$10,000 for additions to library and apparatus. Will not the friends of education in the South build upon this foundation a worthy colleague of the colleges for women in the North, equalling them in facilities for culture, while preserving the Southern type of womanhood?

Correspondence concerning donations should be addressed to the President. Devises and bequests should read :

"I give and bequeath to the Trustees of Randolph-Macon College, for the benefit of Randolph-Macon Woman's College," &c.

## CALENDAR.

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### COMMENCEMENT EXERCISES, JUNE, 1901.

Sunday, June 9th, 11 A. M. : Baccalaureate sermon by Rev. W. W. Moore, D. D., of Richmond, Va.

Monday, June 10th, 8:30 P. M. : Class-Day Exercises.

Tuesday, June 11th, 8:30 P. M. : Alumnæ celebration.

Wednesday, June 12th, 10 A. M. : Commencement Exercises ; address by Rev. J. J. Tigert, D. D., of Nashville, Tenn.

8:30 P. M. : Annual celebration of the Franklin Literary Society ; address by Rev. John Hannon, D. D., of Richmond, Va.

### FOR SESSION OF 1901-1902.

Session begins Thursday, September 12th, 1901.

First term ends and second term begins Thursday, January 30th, 1902.

Session closes Thursday, June 12th, 1902.







RANDOLPH-MACON INSTITUTE, DANVILLE, VA.

CATALOGUE

OF

Randolph-Macon Institute,

DANVILLE, VA.

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*FOURTH SESSION.*

1900-1901.

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ANNOUNCEMENTS FOR

1901-1902.



## OFFICERS OF INSTRUCTION AND ADMINISTRATION.

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PRINCIPAL:

WILLIAM HOLMES DAVIS, A. B.

---

CHRISTINE BURNS,

*History, Latin.*

ESTEN JENNINGS, A. M.,

*Science.*

ELOISE RICHARDSON, A. B.,

*Mathematics.*

CHRISTOBEL FORSYTHE FISKE, A. M., PH. B.,

*English.*

WILLIAM HOLMES DAVIS, A. B.,

*Modern Languages, Latin.*

ELIZABETH GISH,

*Preparatory Department.*

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MARTHA BURMEISTER,

*Music.*

DAKOTA GUERRANT,

*Piano.*

GERTRUDE E. HUTTON,

*Voice.*

ALMA BOULDIN,

*Art.*

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SALLIE FORREST HOLMES,

*Matron.*



## MATRICULATES.

NAME.	PARENT OR GUARDIAN.	STATE.
Allen, Lucy.....	J. J. Allen.....	Virginia
Allen, Rebecca Jeter.....	J. J. Allen.....	Virginia
Applegarth, Margaret Elizabeth.....	W. W. Applegarth.....	Virginia
Applegarth, ———.....	W. W. Applegarth.....	Virginia
Bagby, Jennie.....	J. T. Bagby.....	Virginia
Barksdale, Sallie Ruth.....	B. Barksdale.....	Virginia
Bell, Stella Nancye.....	J. R. Bell.....	Virginia
Bethell, Mary Hunter.....	J. W. Bethell.....	Virginia
Boney, Laurie May.....	R. K. Boney.....	Louisiana
Bouldin, Alma.....	.....	Virginia
Bouldin, Frances Herbert.....	E. E. Bouldin.....	Virginia
Bouldin, Hattie Lewis.....	E. E. Bouldin.....	Virginia
Boisseau, Mary Wicks.....	P. H. Boisseau.....	Virginia
Bransford, Daisy Leigh.....	Rev. L. P. Bransford.....	Virginia
Brydon, Margaret.....	Dr. Robert Brydon.....	Virginia
Carter, Elizabeth Dickenson.....	J. T. Carter.....	Virginia
Carter, Mary Anthony.....	Rufus Carter.....	Virginia
Cole, Julia Louise.....	Mrs. M. C. Worsham.....	Virginia
Conroy, Theresa Ernestine.....	Mrs. Constance Conroy.....	Virginia
Dickenson, Mary Park.....	J. C. Dickenson.....	Virginia
Dixon, Blanche Evaline.....	E. W. Dixon.....	Virginia
Eanes, Marion Guerrant.....	H. O. Eanes.....	Virginia
Edwards, Agnes Lillian.....	W. H. Edwards.....	Virginia
Edwards, Mary Demoville.....	W. H. Edwards.....	Virginia
Epperson, Virginia.....	Mrs. Constance Conroy.....	Virginia
Estes, Lula May.....	M. K. Estes.....	Virginia
Evans, Ruth Leland.....	J. W. Evans.....	North Carolina
Fitzgerald, Mary Anderson.....	N. A. Fitzgerald.....	Virginia
Fitts, Agnes Morton.....	Col. S. B. Fitts.....	Virginia
Flaherty, Lucy Shields.....	J. W. Flaherty.....	Virginia
Fuller, Beulah May.....	J. W. Fuller.....	Virginia
Green, Janet.....	Judge Berryman Green.....	Virginia
Guerrant, Katie Green.....	W. B. Guerrant.....	Virginia
Haden, Anne.....	L. C. Haden.....	Virginia
Hairston, Elizabeth Lash.....	W. L. Hairston.....	Virginia
Hairston, Laura Hughes.....	W. L. Hairston.....	Virginia
Hamlet, Bessie Barksdale.....	W. J. Hamlet.....	Virginia
Hancock, Elizabeth.....	James Hancock.....	Virginia
Haskins, May.....	Mrs. G. W. Swain.....	Virginia
Henderson, Rebecca Lea.....	A. E. Henderson.....	North Carolina
Hodges, Margaret.....	T. L. Hodges.....	Virginia

NAME.	PARENT OR GUARDIAN.	STATE.
Hopewell, Lou.....	A. J. Hopewell.....	Virginia
Hunter, Mary Chestine.....	C. H. Hunter.....	North Carolina
Hutton, Gertrude E.....		New Jersey
Jones, Agnes Dillard.....	E. K. Jones.....	Virginia
Jones, Grace.....	E. K. Jones.....	Virginia
Jordan, Margaret Campbell.....	M. P. Jordan.....	Virginia
Kilgour, Ellen.....	Mrs. F. S. Kilgour.....	Maryland
Land, Mattie Jones.....	N. J. Land.....	Virginia
Ledbetter, Frances Maude.....	Rev. B. E. Ledbetter.....	Virginia
Ledbetter, Mae Wightman.....	Rev. B. E. Ledbetter.....	Virginia
Lee, Olive.....	Mrs. E. Lee.....	Pennsylvania
McMath, Mamie Dunton.....	Mrs. Maggie McMath.....	Virginia
Miller, Charlotte Johnston.....	H. R. Miller.....	Virginia
Moorman, Nannie.....	W. L. Moorman.....	Virginia
Moore, Mrs. Benjamin.....		Virginia
Morrison, Viola.....	H. C. Morrison.....	Virginia
Motley, Pearl Cousins.....	B. S. Motley.....	Virginia
Noell, Marion Will.....	C. D. Noell.....	Virginia
Noell, Mrs. W. Y.....		Virginia
Orgain, Jessamine.....	Mrs. Eva P. Orgain.....	Georgia
Parham, Grace Alfriend.....	E. T. Parham.....	Virginia
Parker, Mary Sue.....	G. H. Parker.....	Virginia
Parrish, Alice Toomer.....	Mrs. James Parrish.....	Virginia
Patterson, Ida Belle.....	S. F. Patterson.....	Virginia
Patton, Blanche Lacy.....	Mrs. J. A. Patton.....	Virginia
Patton, Katharine Ross.....	Mrs. J. A. Patton.....	Virginia
Peake, Julia.....	Mrs. Sarah Peake.....	Virginia
Peatross, Anne Lisbeth.....	R. W. Peatross.....	Virginia
Potts, Addie May.....	Rev. T. N. Potts.....	Virginia
Richardson, Elizabeth Wellford.....	W. T. Richardson.....	Virginia
Rison, Kathryn.....	J. F. Rison.....	Virginia
Rives, Katherine.....	B. A. Rives.....	Virginia
Rives, Nellie.....	B. A. Rives.....	Virginia
Robertson, Marie Genevieve.....	Mrs. A. C. Robertson.....	Virginia
Robinson, India Mabel.....	Dr. W. L. Robinson.....	Virginia
Rhorabough, Effie Estella.....	B. B. Rhorabough.....	West Virginia
Rhorabough, Nora Mabel.....	B. B. Rhorabough.....	West Virginia
Salzmann, Annie.....	Otto Salzmann.....	Virginia
Schoolfield, Kittie Bland.....	R. A. Schoolfield.....	Virginia
Schoolfield, Lucille Dillard.....	J. E. Schoolfield.....	Virginia
Scott, Willeen Parrish.....	Mrs. J. L. Beck.....	Virginia
Shuff, Carolyn Wood.....	Mrs. F. W. Shuff.....	Virginia
Simpson, Janie Blanche.....	Rev. T. McN. Simpson.....	Virginia
Simpson, Mary Turner.....	Rev. T. McN. Simpson.....	Virginia
Smith, Julia Margaret.....	J. A. Smith.....	Virginia
Stokes, Agnes Mary.....	E. C. Stokes.....	Virginia
Swain, Gracie Lynn.....	G. W. Swain.....	Virginia

NAME.	PARENT OR GUARDIAN.	STATE.
Talbott, Olivia.....	Frank Talbott.....	Virginia
Temple, Mrs. George G.....		Virginia
Turrentine, Minnie.....	C. W. Turrentine.....	Arkansas
Vass, Nellie.....	H. F. Vass.....	Virginia
Vass, Madge.....	H. F. Vass.....	Virginia
Victor, Mrs. H. M.....		Virginia
Waddill, Emilie Wight.....	S. P. Waddill.....	Virginia
Walker, Frances Bland.....	Mrs. F. S. Walker.....	Virginia
Walthall, Permelia Ruth.....	Herbert Walthall.....	Virginia
Wemple, Lily.....	O. Wemple.....	Virginia
Wilkins, Janie.....	A. E. Wilkins.....	Virginia
Williams, Mary Kinney.....	J. M. Williams... ..	Virginia
Winstead, Mamie Jamieson.....	James Winstead.....	North Carolina
Withers, Anna Gertrude.....	Mrs. E. B. Withers.....	Virginia
Wheat, Mary Leigh.....	O. P. Wheat.....	West Virginia
Wheatley, Katie Lucile.....	F. H. Wheatley.....	Virginia
Wright, Minnie Richardson.....	Rev. W. P. Wright.....	Virginia
Yates, Pearl Augusta.....	J. R. Yates.....	Virginia

## ANNOUNCEMENTS.

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### GENERAL INFORMATION.

**Co-operation.** The school solicits the patronage of no one who lacks confidence in its ability to direct aright. The Principal regards every student as a sacred trust, and he is unwilling to undertake the training of any young woman whose parents or guardians cannot give him their confidence. In order to do the greatest good, the student must be made to feel this confidence. The school and the home must co-operate.

**Field.** The Institute is the stepping-stone between the dependent life at home and the independent life in the world, and its peculiar work is the strengthening of the character and the formation of habit. It wishes to take the training of the Christian mother and apply this to practical life. Prompt and systematic discharge of duty is believed to be necessary for the most useful life. There is no such thing as a little duty. It is necessary to have a thorough, genuine course of study, but more necessary to lay the foundation for a genuine life. The usefulness of an institution depends not upon the course of instruction as outlined in the catalogue, but upon the way in which the instruction is given.

**History.** The corporators of the Danville College for Young Ladies, assisted by other friends of education, have presented to the Randolph-Macon Board, free from all incumbrance, the excellent building of that institution for the purpose of establishing an Institute for the academic education of girls and young ladies in the usual subjects of a good seminary, and to prepare those who shall be able to prosecute their education further, for advanced classes of the Randolph-Macon Woman's College or any such institution. Considering that this work would be valuable in itself, and that it would constitute a logical extension of the Randolph-Macon system by providing an institution occupying a similar relation to the Woman's College, as is sustained by the Academies to the College at Ashland, the Trustees, on the 17th of June, 1897, accepted the offer, and have organized the institution with a Faculty and Course of Instruction as set forth in



the following pages. Since then over \$5,000 has been spent on interior improvements.

**Location.** It would be a difficult matter to select a place which is better suited to become an educational centre. Danville, Virginia—the seat of the Institute—is an old Virginia town, which has for years proved to be one of the healthiest in the State. The Atlantic coast is about two hundred miles distant, and the Blue Ridge Mountains are in view. The railway facilities are of the best. In addition to being on the main line of the Southern Railway, Danville is the terminus of two branch lines and of the Danville & Western Railway.

**Building.** The building is situated on upper Main street, and is in the most attractive part of the city. No one could fail to notice the large four-storied brick structure. Attractive in appearance, it is well suited for its work, and improvements made within the past two years make it a model *home* for young ladies. The fact that the best work cannot be done without the aid of comforts is recognized, and gas, hot and cold water, steam heat, and improved furniture are to be had here. Our electric bells and speaking tubes are great helps.

**Life.** Not claiming to do high collegiate work, the Institute must have within its walls young ladies in the formative period of their lives. Assuming that the young girl is not mature, an effort will be made to aid her in forming those habits which make her a more useful woman. There will be a time for the performance of each duty. There are three ways of doing work—grudgingly, indifferently, cheerfully. Work is done cheerfully where there is cheerfulness in the home. Attention is called to announcements on pages 149–150.

**Library.** The Washington and Franklin Society meets on Saturday evening, once in two weeks. This is carried on by the students, and here they discuss authors, periods of literature and history, current events, etc. Every student should be a member.

**Gymnasium.** Classes meet in the gymnasium three times each week and take exercises under the direction of the instructor. This is free of charge to all boarding students, and every one of these is required to take the course unless excused by parent or guardian.

On table in chapel are kept dictionaries and cyclopædias for reference work. The library has about three hundred well selected books.

**Lectures, etc.** During the year the students have had the benefit of free lectures, recitals, and other entertainments of an instructive nature, an opportunity which even the most indifferent pupil is encouraged to appreciate. Realizing the educative influence of a bright, attractive home-life, each teacher lends her time and talent to this part of the work, individually and collectively.

**Life in the Home.** Receptions for the household only are held in the parlors, at which the young ladies are taught the usages of cultured society, and an effort made to teach them the difference between ephemeral amusement and real pleasure which may be edifying and uplifting. When deemed advisable, guests invited by the faculty are entertained, but we believe that too much of this diverts the attention from books.

We find the "Sewing Hour" an important factor in our routine. On Saturday afternoon the young ladies bring their sewing or embroidery to the reading room, and after opening the "Blunder Box," in which has been deposited errors of every description, the presiding teacher makes necessary corrections, and then reads to them a suitable selection which they afterwards criticise.

Besides this, we value most highly our "Quiet Hour" on Sunday afternoon, when each one is required to stay in her room until a certain time. During this period no visiting is allowed, nor any noise permitted, as even school girls need time for quiet thought.

We feel sure that our girls appreciate these efforts by the hearty way in which they co-operate with us.

**Discipline.** As in all the Randolph-Macon institutions, the students are expected to do the right cheerfully, and an effort will be made to make the right so attractive that they will realize its beauty. Ninety per cent. can be led, ten per cent. *may* have to be driven. Here the ten will not be driven until it has become evident that they cannot be led. The students must realize the intense interest the teachers take in them. The greatest good can be obtained by co-operation. The right will be upheld by teachers and students.

**Religious Exercises and Advantages.** Recognizing religion as essential to proper education, the Principal and Faculty will make every effort to promote the formation and development of Christian character in the pupils committed to their charge. While the institution will be conducted under the auspices of the M. E. Church, South, the denominational preferences of patrons and

students are respected, and no proselyting influence will be allowed. The daily sessions will be opened with appropriate religious exercises in the Institute chapel.

There are churches of all the leading denominations in Danville. Pupils who board in the Institute will attend the church designated by parents or guardians, or, if none is designated, some convenient church under the care of an officer of the school. *It is not desired that any pupil regularly attend church of different denomination from that attended at home.* To change is not thought best. Attendance at night is optional, and is permissible only when the students go in a body under the care of the Principal or some one designated by him.

Under the auspices of the Young Women's Christian Association are held prayer-meetings each week, meetings for the systematic study of the Bible, etc., and great good is done.

**Examinations and Reports.** Two examinations are held in each class during the session. It is by the result of these chiefly, in connection with the average grade of daily recitations, that the question of advancement from one class to another is determined.

Reports are sent to patrons each six weeks, showing the average grade of daily recitations and the general deportment of the student. Patrons will render an important service by making the reports the occasion for commendation and encouragement or admonition and advice to the student, as may seem necessary from time to time.

**Honors.** Honors in the Academic Department are of four kinds, as follows:

I. **CERTIFICATES OF DISTINCTION.**—A Certificate of Distinction is awarded to each student who attains eighty per cent. of the examination values in any class below the highest of any subject.

II. **CERTIFICATES OF PROFICIENCY.**—A Certificate of Proficiency is awarded in any subject to each student who has satisfactorily completed the whole work of that subject.

III. **SPECIAL MENTION.**—Special mention and record is made of each student who passes all her examinations with an average of ninety-five per cent.

IV. **FULL GRADUATE.**—Each student who completes the full course of study as given in the five Academic forms on page 139 is declared to be a GRADUATE OF RANDOLPH-MACON INSTITUTE.

## COURSES OF INSTRUCTION.

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General outline of the course is given on pages 140 to 148. As will be seen, the course in the Preparatory Department covers five years—beginning practically with kindergarten work. The course in the Academic Department covers five years. The arrangement of work by years is advisory and not obligatory. This is considered best, but can be varied to suit the individual needs.

For graduation, the student must successfully complete the work in Mathematics, English, Latin, Science, History and the work in one of the three optionals—Greek, French, German. A graduate is prepared to undertake work in any one of our colleges for women.

For those deficient in orthography and penmanship courses are provided. These subjects do not appear in the outline of Academic Department. Neglect of these may cause failure in English and in this way cause the student to fail to graduate.



## PREPARATORY DEPARTMENT.

STUDIES.	FIRST YEAR.	SECOND YEAR.	THIRD YEAR.	FOURTH YEAR.	FIFTH YEAR.
<i>English.</i>	Primer. First Reader. Language — Expression of thought.	Second Reader. Third Reader. Supplementary reading. Language—Elements of Composition, Punctua- tion and Dictation.	Fourth Reader. Supplementary reading. Language—Continua- tion of work of pre- ceding year. Begin Parts of Speech.	Fifth Reader. Supplementary reading. Grammar. Parts of Speech. Analysis. Dictation. Composition.	Sixth Reader or equiva- lent. Supplementary reading. Grammar.
<i>History.</i>	Stories of Primitive People.	Stories of the Races. Stories from American, Greek and Roman History.	Beginning of American History.	History of Virginia.	History of U. S.
<i>Mathematics.</i>	Small combinations of the four processes.	Four processes. Simple Fractions and Problems.	Formal Arithmetic through Compound Numbers.	Compound Numbers— through Percentage. Form Work.	Higher Arithmetic to Percentage.
<i>Science.</i>	Nature Study.	Nature Study. Records kept.	Nature Study. Records kept. Geography. Field Work.	Higher Geography. Field Work. Records kept.	Continuation of work of preceding year.
<i>Spelling.</i>	Oral and Written Spelling. Phonics.	Same.	Continued.		

## ACADEMIC DEPARTMENT.

STUDIES.	SIXTH YEAR.	SEVENTH YEAR.	EIGHTH YEAR.	NINTH YEAR.	TENTH YEAR.
<i>Mathematics.</i>	Arithmetic. Form Work.	Algebra. Concrete Geometry.	Algebra. Geometry.	Higher Algebra. Geometry.	Algebra. Geometry. Trigonometry.
<i>English.</i>	Grammar. Exercises. Parallel Reading.	Grammar. Grammatical Analysis. Exercises. Parallel Reading.	Rhetoric. Analysis. Exercises. Parallel Reading. Grammar. Exercises. Sallust's Cataline. Cicero.	Rhetoric. Composition. Literature. Parallel Reading. Grammar. Exercises. Virgil. Cicero.	Practical Rhetoric. Analysis. Parallel Reading.
<i>Latin.</i>	Grammar. Exercises. Easy Translation.	Grammar. Exercises. Four books Cæsar.			
<i>History.</i>	U. S. History.	English History.	Ancient History.		Mediæval History.
<i>Science.</i>	Nature Study.	Physiology. Physical Geography.	Botany. Physical Geography.	Physics.	Chemistry.
<i>Greek.</i>				Grammar. Exercises. Easy Translations.	Grammar. Exercises. Translation.
<i>French.</i>		Grammar. Pronunciation. Exercises. Easy Translation.	Grammar. Composition. Translation.	Grammar. Composition. Translation.	
<i>German.</i>		Same as French.	Same as French.	Same as French.	

## I. PREPARATORY DEPARTMENT.

The aim of true education is character building, and, that our pupils may have the strength that grows only from a solid foundation, a primary department is provided. In this department the most approved methods of the day are used to teach the child how to study and to train the mind to think clearly.

By arousing an interest in nature and the world around, the pupils are led to habits of close observation.

It is an antiquated idea that school-work is not attractive. The best modern school-work is interesting, and the children love it as they love their play. Primary work is a failure unless it is capable of arousing interest in the children.

Our Course of Study includes the following branches: Number and Form Work, Reading, Phonics, Spelling, Geography, Nature Study, History of Virginia, Language, Writing, Drawing, Modelling, and Sight Singing.

TEXT-BOOKS—*Hiawatha Primer*. Readers: *Stepping Stones to Literature*. Geographies: *Frye's Elements*, *Frye's Complete*. History: *Maury's History of Virginia*. Arithmetic. Writing: *Newland & Row's Vertical Writing Books*. Language: No text placed in the hands of the pupils.

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## II. ACADEMIC DEPARTMENT.

### I. ORTHOGRAPHY.

This subject is regarded as very important, and no student is excused from it until she has passed a satisfactory examination. The course is begun with the simplest words in the language. Careful attention is given to pronunciation and to definition. The recitations are from dictation.

TEXT-BOOK—First and Second Years: *Rice's Rational Spelling Book*.

Third Year: *Gilbert's Graded Test Speller*; *Rice's Rational Spelling Book*.

Fourth Year: *Swinton's Word Analysis*, and *Webster's* or *Worcester's Academic Dictionary*; *Crabb's Synonyms*.

### II. PENMANSHIP.

Lessons in Penmanship are given daily. Each student is required to copy from assigned exercises, with instructions from the teacher, until she has acquired a satisfactory handwriting. *Heath & Co.'s vertical copy-books* are used.

### III. GEOGRAPHY—READING.

A one-year course.

TEXT-BOOKS—Frye's Complete Geography; Stepping Stones to Literature.

### IV. ENGLISH.

FIRST YEAR.—A thorough study of formal grammar is begun. To secure accuracy, weekly exercises are assigned. Selections from the best English writers are used, some for analysis, but the most to infuse into the student a fondness for reading, and to give a fund of information. A knowledge of the parts of speech is presupposed.

TEXT—Whitney and Lockwood's English Grammar.

SECOND YEAR.—The study of grammar is continued in a more difficult text, and grammatical analysis is completed as a requisite to successful study of rhetoric. Exercises are given to apply the principles found in the texts; and an extensive course of reading is assigned.

TEXTS—Whitney's Essentials of English Grammar; Dalgleish's Grammatical Analysis; Buehlers's Practical Exercises in English.

THIRD YEAR.—This year is devoted to the mastery of the elements of rhetoric. Without the practical application of the principles, in analysis and synthesis, the study of rhetoric amounts to nothing; hence the stress of the work lies in exercises and composition. The sentence must receive especial attention as the foundation of composition, and thorough drill in it is given. As the student cannot be expected to create ideas, material is supplied from an extensive course of reading.

TEXTS—Genung's Outlines of Rhetoric; Selections for analysis and for parallel reading.

FOURTH YEAR.—This course is intended to solidify the work already done. Elements of the paragraph and the essay are given further study, and rhetorical analysis is exemplified in selections from English Classics. At the same time outlines of English and American literature are learned, that the student may have an idea of the order and the rank of the principal authors.

TEXTS—Genung's Outlines; Pearson's Freshman Composition; Pancoast's American Literature; Pancoast's English Literature; Selected Classics.

FIFTH YEAR.—The aim in this year is to give those who do not expect to attend college some idea of paragraph and essay form and as much practice in composition as the time will permit.

TEXTS—Genung's Practical Rhetoric; Selections for analysis and for parallel reading.



## V. LATIN.

The foundation of language culture is laid in Latin. In the lower classes a thorough knowledge of the forms and of the elements of Syntax is given, accompanied by easy translation. As the students advance, they are drilled in Syntax and in analysis of texts read. A prominent place is given to the rendering of English into Latin. There are five classes.

FIRST YEAR.—Thorough study of Forms. Oral translation and written exercises.

TEXT-BOOK—Bingham's Grammar. Easy translation.

SECOND YEAR.—Continued study of Forms. Syntax of the Simple Sentence. Translation and exercises.

TEXT-BOOKS—Bingham's Grammar ; Caesar.

THIRD YEAR.—Review of Forms. Syntax of the Compound Sentence. Translation and exercises.

TEXT-BOOKS—Gildersleeve's Grammar and Exercise Book ; Sallust's Cataline and Cicero's Orations.

FOURTH YEAR.—Comprehensive review of Syntax. Translation and exercises.

TEXT-BOOKS—Gildersleeve's Grammar and Exercise Book ; Cicero's Orations and Virgil's *Æneid*.

## VI. GREEK.

Greek may be studied as a substitute for French or German.

FIRST YEAR.—Study of the Grammar with written Exercises. The reading of easy Greek begun during the second term.

TEXT-BOOKS—White's Beginner's First Greek Book ; Xenophon's *Anabasis*.

SECOND YEAR.—Continued study of the Grammar. Written Exercises. Reading of easy Prose and Poetry.

TEXT-BOOKS—Xenophon's *Anabasis* completed ; Homer's *Iliad*.

## VII. GERMAN.

This subject should not be taken up until the student has completed work of first year in Latin.

FIRST YEAR.—The reading method is used. After sufficient preliminary drill in pronunciation, thorough instruction will be given in elementary grammar, and easy selections from modern prose authors

will be read. The grammatical instruction of this year will aim to give familiarity with the rudiments of grammar, especially the following: the declension of articles, adjectives, pronouns, and such nouns as are readily classified; the conjugation of weak and the more usual strong verbs; the commoner prepositions; the simpler uses of the modal auxiliaries, the rules of syntax and word order.

TEXTS—Joynes-Meissner's Grammar; Schiller's *Jungfrau von Orleans*; Exercises.

SECOND YEAR.—In this year, while the drill in grammatical forms will be steadily kept up, the reading pace will be quickened, and facility and accuracy of translation sought by means of copious reading of modern German.

TEXTS—Joynes-Meissner's Grammar; Schiller's *Wilhelm Tell*; Selected Classics. Exercises.

THIRD YEAR.—German history and more extended translation.

TEXTS—Selections from Goethe, Heine, Lessing.

## VIII. FRENCH.

FIRST YEAR.—Reading method is used. After a few weeks spent in the necessary work in grammar and pronunciation, translation is taken up, and from this point grammar and pronunciation are taught from the translation as a basis. As in German, so in French, the work presupposes a year's work in Latin.

TEXTS—Whitney's Grammar; *Tableaux de la Révolution Française*.

SECOND YEAR.—Continuing work of first year, but paying more attention to the structure of the language. Irregular verbs, prepositions, subjunctives, etc., receive special attention.

TEXTS—Whitney's Grammar; *Tableaux de la Révolution Française*; *La Société du Septième Siècle*. Composition.

THIRD YEAR.—French history and outline of literature, with selections from Molière, Racine, Corneille.

TEXTS—Whitney's Grammar; Montgomery's *Leading Facts in French History*; *Histoire de la Littérature Française* (Duval). Selected classics. Composition.

## IX. HISTORY.

In addition to preparing students to enter college, the course in History has in view a two-fold object. It would impart such a knowledge of the events of the past and the lines along which our civilization has developed as is necessary for all educated persons; and it would

arouse an interest in the subject and indicate the best methods by which an intelligent reader may gratify this interest, even when lacking the assistance of an instructor. Each class recites five times a week and reports fortnightly on additional reading, which is prescribed by the instructor.

First Year—History of the United States (Lee's).

Second Year—Montgomery's Leading Facts in English History.

Third Year—(a) Myer's Ancient History, (b) Smith's Bible History.

Fourth Year—(a) Duruy's History of Middle Ages, (b) Duruy's History of Modern Times.

## X. PSYCHOLOGY, LOGIC, ETHICS.

This course is designed for advanced students who do not expect to go on to college. Psychology, Logic and Ethics are taught.

TEXT-BOOKS—Hopkin's Outline Study of Man; Jevon's Logic; Hopkin's Law of Love.

## XI. MATHEMATICS.

The aim of this work is, primarily, to develop in the students the power and habit of original thought, to accustom them to original construction and invention, to impart habits of accurate observation, and to develop as much as possible the ability to concentrate the attention and to reason logically. Secondly, the aim is to familiarize the student with some of the simpler mathematical disciplines. The courses in Algebra and Geometry are kept parallel in order that as long a time as possible may be afforded for the operation of each form of training.

FIRST FORM.—(a) *Arithmetic*: A thorough review of the subject, emphasizing the *reasons* for all the various processes taught and giving a fuller knowledge of Common and Decimal Fractions and the Percentages. This work presupposes primary training in which the elements of Arithmetic have been thoroughly taught.

(b) *Form Work*: Lines, Surfaces and Solids are taught concretely and inventional work in drawing, cutting, modeling, etc., together with simple problems based on the truth taught, are given. The class meets five times a week.

TEXT-BOOKS—Appleton's Numbers Applied; Brook's New Written Arithmetic; White's School Arithmetic.

SECOND FORM.—(a) *Algebra*: Simple Problems, making an easy transition from arithmetical to algebraic notation, and illustrating the simpler forms of the Equation; the Fundamental Operations with

Equation and Problems involving each; Simple Equations not involving Fractions; Factoring; Greatest Common Divisor; Least Common Multiple; Fractions; Fractional Equations; Simultaneous Equations. The Equation of the First Degree and its use in the solution of equations is the objective point of this work.

(b) *Concrete Geometry*: Definitions of the geometrical forms are developed from the forms themselves, and much inventional work is done. Concrete problems are given for solution, and the truth of many of the simpler theorems is found by experiment. Toward the end of the course, the pupils are gradually introduced to formal demonstration. The class meets five times a week.

TEXT-BOOKS—Wells' Academic Algebra, supplemented by Wentworth's Elementary Algebra; Hill's First Lessons in Geometry.

THIRD FORM.—(a) *Algebra*: The work of the preceding year is reviewed from a higher standpoint. Difficult examples and problems are assigned from a variety of text-books and complete practical mastery of the Equation and all the processes involved in it is sought. In addition to this, Involution, Evolution, Radicals and Quadratic Equation Involving One Unknown Quantity are taught.

(b) *Geometry*: A course of Plane Geometry, including the fundamental theorems and problems, is given by means of development work on the part of the teacher and original demonstrations and solutions on the part of the pupil. No text-book is used. The class meets five times a week.

TEXT-BOOK—Hall and Knight's Algebra for Colleges and Schools.

FOURTH FORM.—(a) *Algebra*: Radicals, Theory of Indices, Simultaneous Quadratics, Theory of Quadratic Equations, Ratio, Proportion, Variation, Arithmetical, Geometrical and Harmonical Progression. Logarithms and the Binomial Theorem.

(b) *Geometry*: A good text-book in Plane Geometry is read and much original work based on this is given. The original work should be at least one-half of the whole. The class meets five times a week.

TEXT-BOOKS—Hall and Knight's Algebra for Colleges and Schools; Phillips and Fisher's Plane Geometry.

FIFTH FORM.—(a) Higher Algebra. (b) Solid Geometry and Plane Trigonometry.

TEXT-BOOKS—Hall and Knight's Algebra; Phillips and Fisher's Solid Geometry; Wells' Essentials of Trigonometry.



## XII. SCIENCE.

The course of instruction in this subject is arranged with a view to affording the student an intelligent acquaintance with the various phenomena of nature and also to develop her power and habits of observation. These results cannot be accomplished by merely studying a text-book, but it is very necessary that the student herself work in the laboratory, and accordingly apparatus will be supplied, so that this practical work can be done. The classes taught are arranged as follows:

FIRST YEAR.—Bert's First Lessons in Science.

SECOND YEAR.—(a) Blaisdell's Physiology; (b) Davis's Physical Geography.

THIRD YEAR.—(a) Davis's Physical Geography; (b) Gray's "School and Field Book of Botany."

FOURTH YEAR.—Gage's (Introduction to) Physics.

FIFTH YEAR.—Remsen's Chemistry.

The experimental method is used in each class.

## XIII. MUSICAL DEPARTMENT.

This Department of the Institute affords superior advantages for the study of Music—Instrumental, Vocal and Theoretical—either exclusively or with other studies.

It is the aim of those having it in charge to arrange the course of study with a view to maintaining a high standard of musical taste, and to give each student a thorough knowledge of all branches undertaken, rather than, as is too frequently the case, a superficial knowledge of a few pieces of music. The instruction is according to the latest and very best methods.

Facilities are afforded for practicing, the institution being well supplied with instruments of the best manufacture, and each student taking piano is required to practice one and a half hours daily.

### PIANO-FORTE.

In the study of this instrument, particular attention is paid to the development of a truly musical touch. Careful consideration is given to every detail of Technic.

While no pains will be spared to make the student familiar with the works of the best modern composers, it will at the same time be the

endeavor of the teachers in charge of this department to cultivate a true appreciation of the productions of Bach, Mozart, Haydn, Beethoven, Chopin, Mendelssohn, and other composers of high rank.

#### VOCAL MUSIC.

The instruction in Voice Culture embraces careful training in the control of the breath, and in the production of a pure tone and distinct articulation.

In connection with the standard vocalises, songs by the best writers are constantly used.

Sight singing and chorus classes will be organized to suit the needs of the pupils.

#### HARMONY, THEORY AND HISTORY.

Practical application of the principles of Harmony and Theory will save much time to the pupil in either Vocal or Instrumental Music, and all are advised to devote some time to these branches, either privately or in limited classes. Musical History may be taken in connection with the Theory of Music.

#### FREE ADVANTAGES.

All music students, either Vocal or Instrumental, are required to attend the classes in Elementary Theory and Ear-training, unless excused for special reason, until they have acquired the ability to recognize instantly all the different intervals, the major and minor scales, simple triads and chords of the seventh in their various inversions and their use as arpeggios.

Students acquiring a certain proficiency are required to make special preparation for appearance in public, thus cultivating self-possession and ease before an audience, an important requisite for all those who aim at perfection. Distinctions are awarded in the courses of music as in other subjects.

#### XIV. ELOCUTION.

We provide two courses in this department, one in class work, and the other private lessons; we strongly urge that both courses be pursued, for we find that the pupil advances much more rapidly when this is done.

No text-book is used. Dictation will be given and there will be weekly drills in articulation, gesture, and vocal exercises. The proper use of the lungs will be taught, and the best methods of tone production. Copious exercises will be given in all the forms of dialogue and

dramatic reading, as well as simpler ones relating to elementary studies in Pitch, Rate, Force, Stress, Quality and Inflection. Above all, the teacher urges that the work be done from the heart and brain, and not in a merely mechanical way, and the student is taught that, in this art, she should constantly strive to develop herself and not allow her powers to be dwarfed by imitation of another's style.

#### XV. ART DEPARTMENT.

The study of Art will be helpful as long as there are beauties of nature. Art teaches close observation. Close observation reveals God. The students are taught not to love art for its own sake, but because it ennobles life. Thorough and helpful instruction will be given in the various branches of Art. The Art Room is well ventilated and lighted and supplied with models and necessary furniture.

#### XVI. PHYSICAL CULTURE.

No wise educator will attempt to train and cultivate the mind, without, at the same time, making some provision for the training and development of the physical powers of the student. This physical culture is now regarded as a most essential element of education, as it not only gives to the body a healthy and vigorous growth, which is so necessary to the best mental work, but also imparts grace and elegance to the carriage and all the movements of the person. Every student is urged to take advantage of the scientific and systematic course of Physical Culture that is provided. It is required of boarders unless prevented by special reason.

## MISCELLANEOUS ANNOUNCEMENTS.

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We do not wish your patronage without your confidence.

**Domestic Arrangements.** The students and teachers form one household. Every needed attention will be given to the health and comfort of students, and they may be assured of receiving that counsel and sympathy which their circumstances require.

The entire home department of the school, faculty and students, eat from the same tables at the same time.

All the exercises of the institution and all the boarding arrangements are under one roof. Thus the young ladies are never subject to exposure in bad weather in attending to their several duties.

In case of sickness pupils will receive the most careful attention, and every available means will be used to promote their restoration to health. Patrons will be promptly notified of the facts by mail or telegraph when necessary. In the absence of such notification from the Principal they may rest assured there is no cause for uneasiness.

**Regulations.** Experience has proved that young ladies cannot properly study and go into society at the same time. Those are generally the best students who make and receive the fewest calls. Under ordinary circumstances visitors will not be received by pupils during school or study hours, nor on Sunday. Visitors are not received in private rooms, except in case of sickness. Students are not allowed to receive attention from gentlemen. This regulation is in force from the time the pupil enters the Institute building, or care of the Principal, until she is on board the cars for home, or under the care of parents or guardian, or some duly authorized representative, when the responsibility of the Principal ceases. Social questions are of so delicate and difficult a nature that the Principal cannot undertake to decide them; and he cannot assume the responsibility of guarding from objectionable influences pupils passing beyond his supervision.

Boarding pupils when leaving the Institute grounds will be attended by a teacher or officer of the school. *They are not permitted to spend the night out of the Institute.*

Visits may be made to relatives once in two weeks when written permission of parent or guardian is given for the place. Patrons should



not give permission to spend holidays in town without first consulting the Principal.

*Special privileges are given as reward of work and deportment.* The earnest and thoughtful girl will not be placed under restrictions necessary for the giddy, thoughtless girl. Privileges are withdrawn as a result of late return after holidays.

Each article of clothing must be plainly marked in writing with the owner's name in full. Pupils are not expected to bring evening dresses cut low at neck or with short sleeves. The number of dresses should be limited. The inconspicuous outfit is desired.

The dormitories will be inspected daily. It is required that they be kept in order by the occupants with the assistance of the servants. This easy requirement secures to pupils a training invaluable as an aid toward the formation of habits of neatness and order so useful in after life.

Each table in the dining-room will be presided over by one or more officers or teachers.

Each pupil should be provided with overshoes, umbrella and gossamer, sheets, blankets, pillow cases, a counterpane, napkins and towels.

Communications from parents or guardians in reference to pupils should be made *directly* to the Principal. Telegrams should be sent to Principal, and not direct to pupil.

Patrons should not ask that any regulation be broken for any pupil. Such requests cannot be granted without breaking faith. The patron has a right to expect regulations to be kept. One who cannot work harmoniously with the household should withdraw. *To this end patrons should read regulations before entering pupils.*

# CHARGES PER TERM OR HALF-SESSION.

## PAYABLE IN ADVANCE.

### FOR DAY STUDENTS.

Preparatory Department.....	\$ 15 00
Academic Department.....	25 00
Instrumental Music (Advanced).....	25 00
Instrumental Music (Elementary).....	15 00
Vocal Music.....	25 00

### FOR BOARDING STUDENTS.

Board (including fuel, washing, lights, etc.) and tuition in Academic Department*.....	\$100 00
Music.....	25 00

### FOR EITHER DAY OR BOARDING STUDENTS.

Singing Class.....	\$ 5 00
Harmony and Theory of Music, in class†.....	7 50
Use of Piano or Organ 1½ hours daily.....	5 00
Elocution, in class.....	5 00
Elocution, private lessons.....	15 00
Physical Culture‡.....	5 00
Drawing.....	10 00
Painting.....	20 00

The charges are the same to every one, according to outline in this catalogue. We have no special terms.

Pupils studying any foreign language, but otherwise in preparatory work, are classed in Academic Department.

A deposit of \$5 to \$10 should be made for books and stationery. This is held subject to the student's order. To reduce this expense as much as possible, the student should bring with her all the books she may have that are likely to be of use. Pupils may not run bills except for books or medicine.

As at all Randolph-Macon institutions, the tuition fee in the literary department is remitted to ministers of the two contributing conferences, and one-half of this to ministers of all denominations in Danville.

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\* When payments in full are made within the first week of each term the charge for the second term is \$90. The entire cost of board and literary tuition will thus be reduced to \$190. This reduction cannot be made when payments are later than time stated here.

† Elementary free to regular students in music.

‡ Free to boarding pupils.

Should a student leave without good cause, the Institute reserves the right to refuse any reimbursement of fees.


Each student is entitled to the washing of twelve *plain* pieces a week. For extra pieces, the student pays at laundry rates.

No deduction is made for time lost, except in case of protracted illness of the pupil while absent from Institute, or continued absence due to other providential causes. The extra care, attention and expense involved in case of sickness in the Institute, for which no extra charge is made, are generally not adequately provided for by the regular charges.

The dormitories are arranged and furnished for two young ladies in each, and under ordinary circumstances it is expected that no young lady will room alone. If in any case it becomes necessary to depart from this rule, a charge of \$15 per session of nine months will be made for use of the room.

Pupils are liable for special damages to furniture or building other than ordinary wear.

The Principal cannot make advances of money for books, stationery, express charges, and other incidental expenses.

 Students will be met at the depot. Those arriving in Danville on the trains from Lynchburg or Richmond should cross to the south side of the river before leaving the cars. Street cars leave the depot at intervals of a few minutes throughout the day from 6 A. M. until 11:30 P. M., and run directly to the Institute.

 For catalogues and further information, apply to

WILLIAM HOLMES DAVIS, PRINCIPAL,  
*Danville, Va.*

All private letters to Mr. Davis should be marked "Private" on envelopes.

## CALENDAR.

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### COMMENCEMENT, JUNE, 1901.

Sunday, June 3, 11 A. M., Annual Sermon by Rev. W. E. Edwards, D. D., Ashland, Va., in Main Street M. E. Church, South.

Monday, June 3, 8:30 P. M., Class Day Exercises in Institute Chapel.

Tuesday, June 4, 8:30 P. M., Final Concert in Institute Chapel.

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### SESSION 1901-1902.

Patrons will make out a list of studies for each pupil. Pupils in Danville will please bring lists and register between 9 A. M. and 12 M., on September 9th, 10th, 11th.

Session begins Thursday, September 12, 10:30 A. M.

Second Term begins Thursday, January 30, 1902.

Session closes Wednesday, June 4, 1902.

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### HOLIDAYS.

Thanksgiving, one day—From Wednesday 3:30 P. M., to Thursday 9:30 P. M.

Christmas—3:30 P. M., December 20th, to 6 P. M., December 31st.

Easter, two days—3:30 P. M. Thursday to 9:30 P. M. Monday.





THE  
Randolph-Macon System  
OF  
COLLEGES AND ACADEMIES.

---

I. FOR MEN.

1. RANDOLPH-MACON COLLEGE,  
ASHLAND, VA.  
Chartered 1830. Opened 1832.
2. RANDOLPH-MACON ACADEMY,  
BEDFORD CITY, VA.  
Opened 1890.
3. RANDOLPH-MACON ACADEMY,  
FRONT ROYAL, VA.  
Opened 1892.

II. FOR WOMEN.

1. RANDOLPH-MACON WOMAN'S COLLEGE,  
LYNCHBURG, VA.  
Opened 1893.
  2. RANDOLPH-MACON INSTITUTE,  
DANVILLE, VA.  
Opened 1897.
- 

CATALOGUE FOR 1901-1902.  
ANNOUNCEMENTS FOR 1902-1903.

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LYNCHBURG, VA.:  
J. P. BELL COMPANY, BOOK AND JOB PRINTERS.  
1902.



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Randolph-Macon College



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# THE RANDOLPH-MACON SYSTEM.

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THE RANDOLPH-MACON SYSTEM of Colleges and Academies comprises now five members, offering secondary and collegiate instruction to both sexes, but in different institutions. Those for young men and boys are: (1) Randolph-Macon College, at Ashland, Va., chartered in 1830; (2) Randolph-Macon Academy, at Bedford City, Va., established in 1890; (3) Randolph-Macon Academy, at Front Royal, Va., established in 1892. Those for young women and girls are: Randolph-Macon Woman's College, at Lynchburg, Va., established in 1893; and Randolph-Macon Institute, Danville, Va., admitted 1897.

These five institutions are owned by one chartered, self-perpetuating Board of Trustees, which has been entrusted by public-spirited Christian men and women with more than three-quarters of a million dollars for the purpose of providing facilities for the education of young men and women under Christian influences. It is not sought nor desired in any of these institutions to influence the denominational preferences of students, but the officers in charge consider themselves under obligations to conform to the moral standards and religious usages of the Methodist Episcopal Church, South, under whose auspices the institutions were established. These schools and colleges are the contribution of members of that church and of other patrons of Christian education who have confidence in its administration of such trusts, to the uplifting of the world by this means. The work is entirely benevolent. There are no stockholders, nor are the executive officers financially interested. The funds contributed for the purpose are applied to the best advantage for the making of noble men and women, and not to make money. A surplus of receipts is at once applied to improving the facilities or enlarging the corps of instructors.

The organization of these separate institutions into one system is designed to secure certain definite advantages.

**Saving Time.** *First* The close correlation of the courses of the Academies with those of the College and of the Institute with those of the Woman's College should result in a distinct economy of time, and hence of expense, to the student. School and college working in thorough harmony with each other, belonging

indeed to one Board and under the supervision of one general officer, should more certainly make their work continuous and apply labor with less waste than where separate ends and ideals are proposed and independent courses are offered.

**Economy and  
Permanence.**

*Secondly*, The combination of resources resulting from the ownership of the five institutions by one Board secures abundant financial facilities, commanding the best prices and largest discounts. The responsibility of the Board as a chartered corporation being undoubted and the permanence of its general work being assured, confidence follows all its undertakings and strength is given each institution. In educational work it is especially desirable that parents and students be assured of the *permanence* of the institutions which they are invited to patronize and whose influence may become important to them.

**Opportunity  
for Selecting  
Teachers.**

*Thirdly*, For the preceding reasons and others which might be named, positions in the System are specially attractive to teachers, and choice men are at all times available for the teaching corps. In most cases of teachers selected for the Academies and Institute, those chosen have been for years under the instruction of our own College faculties and are known to us personally and intimately. Testimonials are proverbially of little worth, and nothing less than constant and long continued contact with the developing student will enable one to select with confidence the capable teacher.

**Experienced  
Supervision.**

*Fourthly*, Experienced supervision is secured in having a Board in charge that has conducted such work for seventy years and from the continuous counsel and supervision of the Chancellor of the System and his special services for the special need of any institution.

These advantages of correlation aimed at, and to a degree at least realized in the Randolph-Macon System, are added to the individual excellencies of the several institutions as presented in the following pages.

## GIFTS AND LEGACIES.

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We gratefully acknowledge the following gifts and legacies, received during the year:

From Twentieth Century subscriptions:

1. For the most urgent needs of the Randolph-Macon System.....	\$ 7,034 00
2. For Randolph-Macon College.....	2,347 00
3. For Randolph-Macon Woman's College.....	2,201 00
4. For Randolph-Macon Academy, Front Royal.....	13,833 63
5. For Randolph-Macon Academy, Bedford City.....	467 73
6. For Randolph-Macon Institute.....	406 50

Special gifts:

To Randolph-Macon College:

From Mr. Jno. P. Branch, Richmond, Va., to found the Mary Louisa Merritt Branch Students' Loan Fund.....	10,000 00
From Mrs. T. C. Williams.....	5,000 00
From Jno. L. Williams, Richmond, Va., portraits of Henry Clay and Patrick Henry.	
From S. R. Horne, Esq., of North Carolina, set of historical maps.	

To Randolph-Macon Woman's College:

From New York friends for the Art Department.....	800 00
From Col. C. H. French, of Maine, for illustrative slides for teaching Art.....	100 00

Being prepared to attract students and to apply resources to great advantage, we solicit the benefactions of philanthropists for the institutions under our direction.

### FORM OF LEGACY.

“ I give and bequeath to the Trustees of Randolph-Macon College,  
 \_\_\_\_\_ dollars for the uses of that corporation.”



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W. W. SMITH, <i>Ex-officio</i> .	

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## Randolph-Macon Institute, Danville, Va.

J. G. PENN.	R. W. PEATROSS.
T. MCN. SIMPSON.	

## EXECUTIVE OFFICERS.

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WM. W. SMITH, A. M., LL. D.,  
*Chancellor R.-M. System.*

REV. W. G. STARR, A. M., D. D.,  
*President R.-M. College.*

R. E. BLACKWELL, A. M.,  
*Vice-Prest. R.-M. College.*

E. S. SMITH,  
*Principal R.-M. Academy, Bedford City.*

C. L. MELTON,  
*Principal R.-M. Academy, Front Royal.*

WM. HOLMES DAVIS, A. B.,  
*Principal R.-M. Institute.*

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## SUMMARY OF OFFICERS AND STUDENTS.

Officers of instruction and administration.....	83
Students.....	670

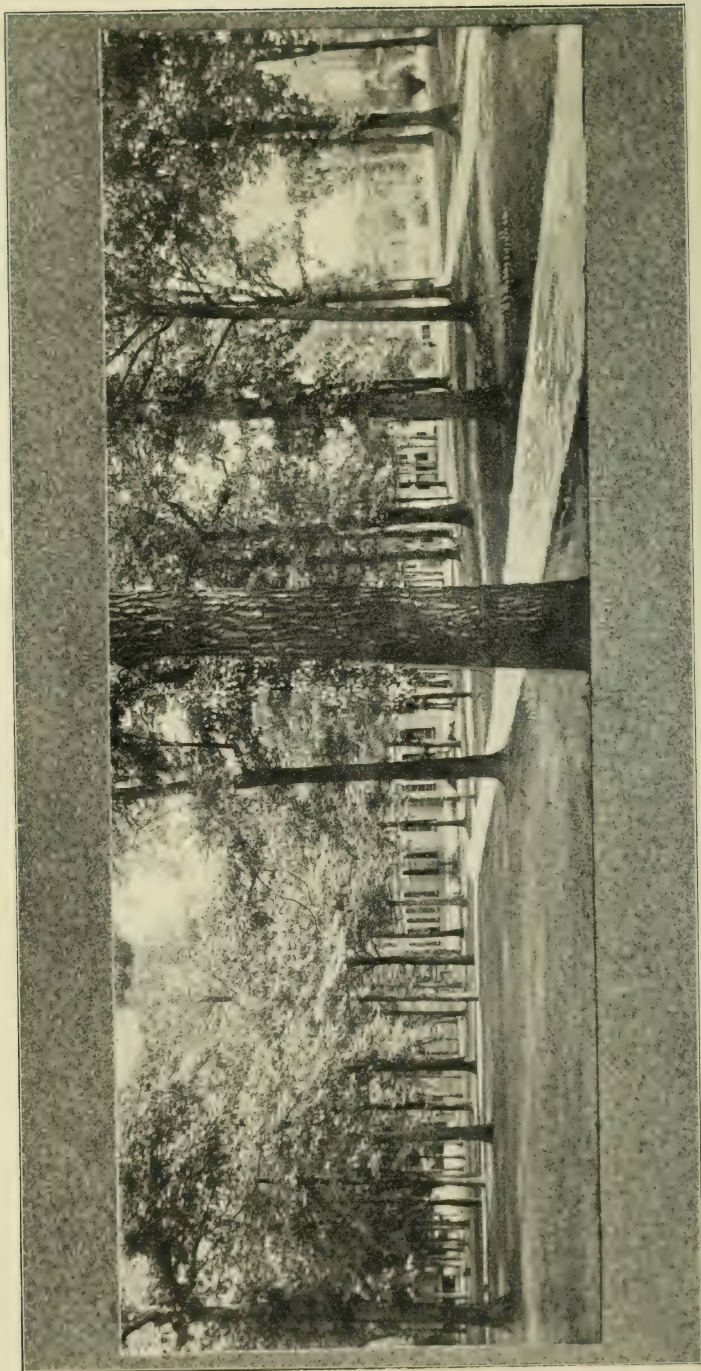
From twenty-three States and countries.

[For details see sections devoted to the several institutions.]





LIBRARY  
UNIVERSITY of ILLINOIS



RANDOLPH-MACON COLLEGE, ASHLAND, VA.—VIEW OF A PORTION OF THE CAMPUS

CATALOGUE

OF

Randolph-Macon College

ASHLAND, VA.

---

*SEVENTIETH SESSION.*

1901-1902.

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ANNOUNCEMENTS FOR

1902-1903.



OFFICERS  
OF  
THE SOCIETY OF ALUMNI  
OF  
RANDOLPH-MACON COLLEGE.  
1901-1902.

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HON. RICHARD B. DAVIS, Petersburg, Va., *President.*

PROF. J. L. ARMSTRONG, Lynchburg, Va., *First Vice-President.*

REV. ERNEST STEVENS, Portsmouth, Va., *Second Vice-President.*

DR. EDWIN W. BOWEN, Ashland, Va., *Secretary and Treasurer.*

PROF. ROYALL B. SMITHEY, Ashland, Va., *Recording Secretary.*

HON. S. S. P. PATTESON, Richmond, Va., *Orator.*

## OFFICERS OF INSTRUCTION AND ADMINISTRATION.

---

WILLIAM G. STARR, A. M., D. D.

*President.*

ROBERT EMORY BLACKWELL, A. M.,

*Vice-President.*

ROBERT EMORY BLACKWELL, A. M.,

*Professor of English and French.*

ROYALL BASCOM SMITHEY, A. M.,

*Professor of Pure and Applied Mathematics.*

EDWIN WINFIELD BOWEN, A. M., PH. D.,

*Professor of Latin.*

WILLIAM E. EDWARDS, A. M., D. D.,

*Professor of Moral Philosophy and the English Bible.*

ARTHUR C. WIGHTMAN, M. A., PH. D.,

*Professor of Biology and Physics.*

THOMAS MADISON JONES, A. B.,

*Professor of Greek and German.*

WILLIAM E. DODD, PH. D.,

*Professor of History and Economics.*

HALL CANTER, A. M., PH. D.,

*Professor of Chemistry and Geology.*

WILLIAM S. BROWN,

*Director of Physical Culture.*

J. MILLER LEAKE,

*Instructor in French.*

B. T. KILBY,

*Instructor in Mathematics.*

H. C. LIPSCOMB, A. B.,

*Instructor in Latin.*

J. F. PEAKE,

*Instructor in Greek.*

RICHARD IRBY, A. M.,

*Secretary and Treasurer.*

D. S. ELLIS, M. D.,

*College Physician.*

REV. J. S. HUNTER,

*Chaplain.*

## MATRICULATES.

1901-1902.

WITH NUMBER OF SESSIONS ATTENDED.

NAME.	ADDRESS.	STATE.	
Alexander, John Richard Henry.....	Leesburg.....	Virginia	1
Alsop, Robert Kelso.....	Richmond.....	Virginia	2
Anderson, Joseph Edgar.....	Atlee.....	Virginia	3
Betty, Berryman Garrett.....	Manchester.....	Virginia	1
Betty, Lewis Stafford.....	Manchester.....	Virginia	2
Bishop, Crawford Morrison.....	Baltimore.....	Maryland	1
Blackwell, Robert Eldridge.....	Holly Dale.....	Virginia	2
Blakeney, Hugh.....	Ladonia.....	Texas	2
Bond, Francis Marvin.....	Baltimore.....	Maryland	3
Bowen, Orville R.....	Parran.....	Maryland	2
Burton, Vernon Swanger.....	Locustville.....	Virginia	1
Burruss, Granville.....	Penola.....	Virginia	2
Butts, Emmett Dabney.....	Belroi.....	Virginia	1
Carter, Charles Harrison.....	Ashland.....	Virginia	1
Chenery, William Ludlow.....	Ashland.....	Virginia	2
Clark, Lyman Emory.....	Richmond.....	Virginia	2
Conrad, Laird Lewis.....	Harrisonburg.....	Virginia	1
Copenhaver, John Calhoun.....	Baltimore.....	Maryland	3
Crawley, Lindsay.....	Adriance.....	Virginia	3
Cuthriell, John Franklin.....	Portsmouth.....	Virginia	1
Davis, Richard Beale Jr.....	Ivor.....	Virginia	1
Davis, Robert Beale.....	Petersburg.....	Virginia	3
Doyle, Harrison Watson.....	Glendoyle.....	Virginia	2
Dryer, Edwin Jason.....	Norfolk.....	Virginia	1
Edwards, Charles Almand.....	Ashland.....	Virginia	3
Edwards, John Ellis.....	Ashland.....	Virginia	2
Edwards, William Tankard.....	Charlottesville.....	Virginia	1
Ellison, William Henry.....	Washington.....	District of Columbia	2
Farrier, Lecher Walter.....	Sinking Creek.....	Virginia	1
Fielding, George Herbert.....	Fishersville.....	Virginia	3
Flanagan, Edward Latané.....	Powhattan.....	Virginia	1
Fravel, Robert Hiram.....	Woodstock.....	Virginia	1
Gates, William Benjamin.....	Charlottesville.....	Virginia	—
Greene, Edward Leonidas.....	Rockville.....	Maryland	2
Grimm, Randolph Macon.....	Stephens City.....	Virginia	3
Grove, Elmer Emanuel.....	Luray.....	Virginia	2
Hank, Philip Manning.....	Charlottesville.....	Virginia	2
Hammond, Frank Garland.....	Manassas.....	Virginia	1
Hesser, Claude Mitchell.....	Charlestown.....	West Virginia	1

NAME.	ADDRESS.	STATE.	
Hillsman, Marshall Ligon.....	Gills .....	Virginia	2
Hitt, Charles Leslie.....	Luray.....	Virginia	2
Hough, Wilbur Shepherd.....	Richmond.....	Virginia	2
Huddleston, David Franklin.....	White Sulphur.....	West Virginia	1
Hudson, Boyd Ellison.....	Sedalia.....	Virginia	1
Hunter, Robert Tucker.....	Ashland.....	Virginia	4
Jett, Starke.....	Tibitha.....	Virginia	1
Johnston, Wilmer Pierce.....	Delaplane.....	Virginia	1
Jones, Thomas Russell.....	Monterey.....	Virginia	1
Karn, Charles Freeman.....	Culpeper .....	Virginia	2
Kellam, Vernon Hope.....	Princess Anne.....	Virginia	3
Kellam, William Finney.....	Locustville.....	Virginia	4
Kennedy, Henry Hoffman.....	Baltimore.....	Maryland	3
Kibler, Alton Lewin.....	Roanoke.....	Virginia	1
Kibler, Thomas Latimer.....	Roanoke.....	Virginia	1
Kilby, Bruce Tynes.....	Suffolk.....	Virginia	3
Kline, John Markwood.....	Woodstock .....	Virginia	3
Latané, Robert Peachy.....	Bowling Green.....	Virginia	2
Laughton, James Riddick.....	Richmond.....	Virginia	2
Leake, James Miller.....	Ashland.....	Virginia	6
Leake, Josiah.....	Ashland.....	Virginia	2
Leake, Samuel Callis.....	Ashland.....	Virginia	2
Lear, James Merritt.....	Richmond.....	Virginia	4
Lipscomb, Herbert Cannon.....	Petersburg .....	Virginia	4
McCabe, Robert Emmett.....	Leesburg.....	Virginia	3
McMath, Olin LeCato.....	Onley.....	Virginia	2
McNeal, Joseph Roscoe.....	Garysburg.....	North Carolina	2
McNeal, William Burton.....	Garysburg.....	North Carolina	4
McCullen, Carl.....	Ashland.....	Virginia	2
Maddox, Carroll.....	Limeton.....	Virginia	2
Mast, Jacob Newhouser.....	Easton.....	Maryland	1
Mears, Kenneth Marvin.....	Portsmouth.....	Virginia	1
Morton, Robert Kemp.....	Johnson's X Roads.....	West Virginia	3
Owens, James Herbert.....	Sunny Brook.....	Maryland	1
Payne, Olin Jerome.....	Covington.....	Virginia	1
Peake, James Fred.....	Washington.....	District of Columbia	3
Pettyjohn, Albert Dornin.....	Lynchburg.....	Virginia	1
Phelps, Thomas Hammond.....	Body Camp.....	Virginia	3
Phillips, Bickerton Lewis.....	Beaver Dam.....	Virginia	1
Poindexter, Eldridge Watts.....	Perrowville.....	Virginia	3
Powell, James Gholson.....	Woodview.....	Virginia	2
Powell, Richard Addison.....	Woodview.....	Virginia	2
Pretlow, Thomas Jefferson.....	Franklin.....	Virginia	1
Prettyman, William Forrest.....	Rockville.....	Maryland	2
Pugh, Robert Beall.....	Capon Bridge.....	West Virginia	4
Redd, Samuel Minor.....	Noel.....	Virginia	3
Rhodes, Clarence Adair.....	Buchanan.....	Virginia	3



NAME.	ADDRESS.	STATE.	
Rives, John Joseph.....	Washington.....	District of Columbia	1
Robinson, James Taylor.....	Richmond.....	Virginia	1
Russell, James Hendricks.....	Shaw's Store.....	Virginia	2
Rust, Robert Burgess.....	Front Royal.....	Virginia	1
Schenck, Charles Hunton.....	Stephens City.....	Virginia	1
Shearer, Louis Cabe.....	Karl.....	Virginia	4
Smith, Edwin James.....	Oceana.....	Virginia	2
Smithey, William Royall.....	Ashland.....	Virginia	3
Smith, Francis Osgood.....	Norfolk.....	Virginia	3
Snyder, Burwell Cameron.....	Summit Point.....	West Virginia	1
Stainback, Ashley Burnette.....	Weldon.....	North Carolina	1
Starr, Ernest Lorraine.....	Ashland.....	Virginia	3
Steger, Stewart Archer.....	Danville.....	Virginia	1
Swinley, Chester Neal.....	Summit Point.....	West Virginia	2
Taylor, Geo. William Martin.....	Ashland.....	Virginia	4
Thrift, Charles Tinsley.....	Wicomico Church.....	Virginia	4
Tisinger, Louis Fielding.....	Gainesville.....	Georgia	2
Tuckwiller, Frank Watts.....	Lewisburg.....	West Virginia	1
Tuckwiller, Jesse Ray.....	Lewisburg.....	West Virginia	1
Tuckwiller, Samuel Slater.....	Lewisburg.....	West Virginia	1
Turner, Virginius Rudder.....	Lockleven.....	Virginia	3
Turner, William Reed.....	Petersburg.....	Virginia	1
Tuttle, Clayton Orlando.....	Hanover.....	Virginia	5
Tyler, Barrett Prettyman.....	Fredericksburg.....	Virginia	4
Vandiver, John Arnold.....	Burlington.....	West Virginia	1
Walters, John Porter.....	Madison Mills.....	Virginia	2
Wells, Frank Lamson.....	Richmond.....	Virginia	2
Wescott, Nathaniel Powell.....	Onancock.....	Virginia	3
Whitmore, Otho Marvin.....	Valley Mills.....	Virginia	2
Williams, Charles Ernest.....	Shenandoah Junction.....	West Virginia	2
Wilson, Charles Garland.....	Petersburg.....	Virginia	1
Wilson, Richard Taylor, Jr.....	Petersburg.....	Virginia	4
Wilson, Samuel Meredeth.....	Petersburg.....	Virginia	1
Woodhouse, Edward James.....	London Bridge.....	Virginia	2
Woodward, James.....	Norfolk.....	Virginia	2
Wright, James Leitch.....	Ashland.....	Virginia	2
Zimmerman, George Henry.....	Romney.....	West Virginia	2

## SUMMARY.

Matriculates.....	125
Post graduates.....	4

## NUMBER OF STUDENTS IN THE SEVERAL SCHOOLS.

English.....	84	Geology.....	11	Homiletics.....	6
Latin.....	76	Astronomy.....	11	Moral Philosophy.....	7
Greek.....	33	Biology.....	20	History.....	35
German.....	37	Physics.....	28	Economics.....	25
French.....	22	Mathematics.....	77	Biblical Introduction.....	10
Chemistry.....	45	English Bible.....	17		

# DEGREES CONFERRED.

JUNE, 1901.

## MASTERS OF ART.

Anderson, Dice Robins.....	Virginia
Bond, Beverly Waugh, Jr.....	Maryland
Carter, Warner Peatross.....	Virginia
Haden, Leonidas Arnold.....	Virginia
Hepburn, Nelson Thomas.....	Virginia
Neville, Joseph Hugh.....	Virginia
Saunders, William Bouldin.....	Virginia
Ware, John Nottingham.....	Virginia
Young, Charles Henry.....	Virginia

## BACHELORS OF ART.

Ames, Harry Lee .....	Virginia
Bringham, Newton Taliafero.....	Louisiana
Carter, Clarence Minor.....	Virginia
Lipscomb, Herbert Cannon.....	Virginia
Moore, Lloyd Carlton.....	Virginia
McNeal, William Burton.....	North Carolina
Riley, Earl.....	Ohio
Shires, Letcher Stevens.....	West Virginia
Simpson, Thomas McNider, Jr.....	Virginia
Smith, John William.....	District of Columbia
Wilson, Richard Taylor, Jr.....	Virginia

## DOCTOR OF DIVINITY.

Duffey, Jefferson W.....	District of Columbia
Armstrong, James E.....	Virginia
Lear, William W.....	Virginia
Simpson, T. McNider.....	Virginia

## PROFICIENTS IN SUBJECTS.

Alsop, R. K.....	French.....	Virginia
Ames, H. L.....	Latin.....	Virginia
Anderson, D. R.....	History, English, French, Mor. Phil.....	Virginia
Betty, L. S.....	German.....	Virginia
Blakeney, H.....	History.....	Texas
Bond, F. M.....	Economics.....	Maryland
Bond, B. W., Jr.....	English, French, Biology.....	Maryland
Bringham, N. T.....	Latin.....	Louisiana
Carter, C. M.....	German.....	Virginia
Carter, W. P.....	Greek, Chemistry, Moral Philosophy.....	Virginia
Crawley, L.....	German.....	Virginia

Crutchfield, L. G.....	History, Economics, English Bible.....	Virginia
Davis, H. W.....	Economics.....	Virginia
Eggleston, J. R.....	English Bible.....	Virginia
Forrester, G. T.....	English Bible.....	Virginia
Green, C. E.....	German, Economics.....	Virginia
Gregory, H. C.....	Latin, English Bible.....	Virginia
Grimm, R. M.....	Mathematics.....	Virginia
Haden, L. A.....	History, French, English, Biology.....	Virginia
Heath, T. J. C.....	English Bible.....	Virginia
Hepburn, N. T.....	History, French, Biology.....	Virginia
Hillsman, M. L.....	Economics.....	Virginia
Hough, W. S.....	History.....	Virginia
Hunter, R. T.....	German.....	Virginia
Kellam, W. F.....	Economics, German, Mathematics.....	Virginia
Kennedy, H. H.....	German.....	Maryland
Kilby, B. T.....	English.....	Virginia
Laughton, J. R.....	History.....	Virginia
Leake, J. M.....	Moral Philosophy.....	Virginia
Lipscomb, H. C.....	Economics, German, Latin.....	Virginia
McNeal, W. B.....	Latin.....	North Carolina
Moore, L. C.....	History, English.....	Virginia
Neville, J. H.....	History, Math., French, Mor. Phil., Biol....	Virginia
Partlow, S. J.....	Economics.....	Virginia
Paylor, H. J.....	English Bible.....	Virginia
Peake, J. F.....	English Bible.....	District of Columbia
Powell, R. A.....	History.....	Virginia
Riley, E.....	Economics, Greek.....	Ohio
Riley, M. M.....	History, Chemistry, French.....	Georgia
Rudasill, L. S.....	English Bible.....	Virginia
Saunders, W. B.....	Economics, English, French, Moral Phil....	Virginia
Shires, L. S.....	Latin, English Bible.....	West Virginia
Simpson, T. McN.....	Economics.....	Virginia
Smith, J. W.....	Greek.....	District of Columbia
Smith, F. O.....	German.....	Virginia
Smithey, W. R.....	History.....	Virginia
Starr, E. L.....	German.....	Virginia
Tufts, O. H.....	Chemistry.....	Virginia
Turner, V. R.....	English Bible.....	Virginia
Tuttle, C. O.....	History, English Bible.....	Virginia
Tyler, B. P.....	German.....	Virginia
Ware, J. N.....	Chemistry, Latin, English, French, Biol....	Virginia

## MEDALISTS.

## SUTHERLIN PRIZE FOR ORATORY.

Crutchfield, L. G.....	Virginia
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## H. W. MURRAY MEDALS FOR SCHOLARSHIP.

Proficiency Medal.....	Crutchfield, L. G.....	Virginia
Scholarship Medal.....	Anderson, D. R.....	Virginia

WALTON GREEK PRIZE.

Smith, J. W.....District of Columbia

BENNETT MEMORIAL HISTORICAL MEDAL.

Bond, B. W., Jr.....Maryland

WASHINGTON LITERARY SOCIETY MEDALS.

Declaimer's Medal.....Swimley, C. N.....West Virginia

Debater's Medal.....Morton, R. K.....West Virginia

Orator's Medal.....Anderson, D. R.....Virginia

FRANKLIN LITERARY SOCIETY MEDALS.

Declaimer's Medal.....Kennedy, H. H.....Maryland

Debater's Medal.....Crutchfield, L. G.....Virginia

Improvement in Debate Medal.....Wescott, N. P.....Virginia



## HISTORICAL SKETCH.

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On the 3d of February, 1830, the Legislature of Virginia granted a Charter, incorporating "The Trustees of Randolph-Macon College"—as follows :

"1. *Be it enacted by the General Assembly*, That there be, and is hereby erected and established, at or near Boydton, in the county of Mecklenburg, in this Commonwealth, a seminary of learning for the instruction of youth in the various branches of science and literature, the useful arts, agriculture, and the learned and foreign languages.

"2. *And be it further enacted*, That the said seminary shall be known and called by the name of Randolph-Macon College.

"3. *And be it further enacted*, That Hezekiah Leigh, John Early . . . . Nathaniel Alexander (with twenty-nine others) be, and are hereby constituted and appointed trustees of said college, who and their successors shall be a body corporate by the name of 'The Trustees of Randolph-Macon College.' . . . ."

This act of the General Assembly is a matter of special interest in showing Randolph-Macon to be now the oldest Methodist college in America, by date of incorporation.

The movement to establish the College was begun in response to the recommendation of the General Conference of the Methodist Episcopal Church, in 1824, which was "that each Annual Conference establish a seminary of learning under its own regulations and patronage." The Virginia Conference at its session in the following year considered the question of "establishing such a seminary." The chief promoters of the undertaking—the "founders" of Randolph-Macon—were the Rev. Hezekiah G. Leigh, of the Virginia Conference, and Gabriel P. Disosway, a wise and liberal layman, both of them at that time residing in the city of Petersburg.

In April, 1830, the Board of Trustees was formally organized. The Rev. John Early was the first chairman; the Rev. William A. Smith the first secretary.

The erection of a suitable building was authorized, and the work begun as soon as practicable. The site was near the village of Boydton, Mecklenburg county, Va. This situation, near the line of Virginia

and North Carolina, was chosen with the view to the accommodation of both the chief patronizing States—Virginia and North Carolina.

Randolph-Macon began its scholastic work in January, 1832, when Hugh A. Garland, brother to Dr. Landon C. Garland, taught the first class in the preparatory department. The College proper began its work the next October, with the Rev. Martin P. Parks as President *pro tempore*. The Rev. John Emory, afterwards Bishop, was the first president elect. The Rev. Stephen Olin was the first to accept and serve.

The first graduate was John C. Blackwell, of Virginia, whose diploma was conferred in June, 1835. The first class taking the whole four years' course received their degrees the next year. From that time continuously, with the exception of several years during and immediately after the war, classes have been graduated.

For many years the career of the College was a struggle for existence; but during these years of stress and trial, without endowment, it did a great and useful work. Many of the foremost men of Methodism were connected with it; and from its body of students went out men of renown in Church and State, not a few whose lives have proved a signal blessing to the world.

The first regular endowment fund was raised just before the war between the States, by President Wm. A. Smith and the Rev. H. B. Cowles. But the war closed the doors of the College and rendered the most of its endowment worthless.

In 1866 it was re-opened under serious embarrassment. Railways had been destroyed by the war; the nearest was now a day's journey from the College. Besides, the North Carolina Conference had established a college of its own, whose patronizing territory was almost in sight of Randolph-Macon. On the other hand, the Baltimore Conference at its session in March, 1867, had offered its patronage to the College, and had been admitted into participation in its supervision and privileges. Under these circumstances the removal of the institution to a more suitable locality became necessary.

Happily the ideal leader in this hazardous new departure was secured in the person of the Rev. James A. Duncan, D. D., an alumnus of the class of 1849, and one of the most highly gifted men of his day. Under his presidency the College began its career at Ashland, Va., its present site, and very soon it reached a height of prosperity and influence to which it had never before attained. In its service the president laid down his life, universally loved and honored.

The successor of Dr. Duncan was the Rev. W. W. Bennett, D. D., an able and faithful worker. In the year 1886 Dr. Bennett, in broken health, resigned, and in the same year Dr. Wm. W. Smith was elected president.

Under Dr. Smith's administration the endowment was largely increased; four new buildings were erected, including a new gymnasium; physical culture was made a part of the course, and the library, and the laboratories were greatly enlarged and improved.

But the most notable feature of this administration was the founding of the Academies at Bedford City and Front Royal, and the Randolph-Macon Woman's College at Lynchburg.

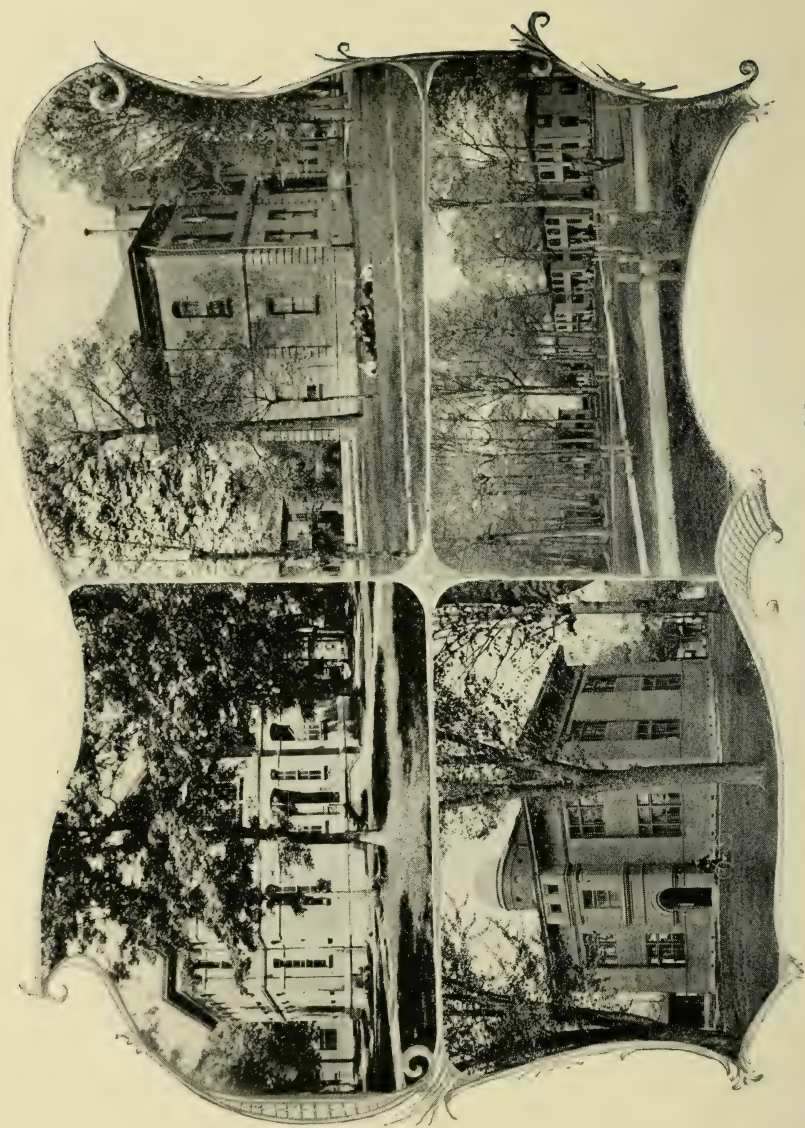
All these institutions, together with the parent College and the Danville Institute for young ladies, are now under one Board of Trustees, and are united in a single educational system.

In the year 1896 Dr. Smith was made Chancellor of the Randolph-Macon System of Colleges and Academies, and Dr. J. A. Kern was elected President of the College.

President Kern resigned in 1899, and Rev. W. G. Starr, D. D., was elected President, and Rev. W. E. Edwards, D. D., succeeded Dr. Kern as Professor of Moral Philosophy and the English Bible.







# RANDOLPH-MACON COLLEGE

1. Pace Lecture Hall
2. Pettyjohn Hall of Science
3. Society Halls and Library
4. Students' Cottages

## ANNOUNCEMENTS.

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### GENERAL INFORMATION.

ASHLAND is immediately on the Richmond, Fredericksburg and Potomac Railroad, sixteen miles north of Richmond, upon the most elevated plateau between that city and Fredericksburg, Va. The location is distinguished for healthfulness and accessibility. On this account the village of Ashland was originally incorporated as a summer resort, and is much frequented during the heated term, while the comparative infrequency and the brief duration of severely cold weather make it especially favorable to health and comfort during the College session. The severe pneumonia and violent fevers of the mountains and the malarial diseases of the Tidewater regions are comparatively unknown.

Nine passenger trains each way stop at the College daily. Telegraphic and telephone connections are had with all parts of the country. Mail six times a day. The campus contains about twelve acres, beautified and shaded by a fine grove of oaks and maples. It has been thoroughly underdrained; gravel walks have been laid out, and many other improvements conducive to the comfort and convenience of the students have been made.

The buildings, besides professors' residences, are eight dormitories, the Pace Lecture-Room Building and Chemical Laboratory, the Duncan Memorial Chapel, the Library and Halls of the Literary Societies, the Gymnasium, and the Pettyjohn Hall of Science, for lecture-room and laboratories for practical work in Physics and Biology.

The observatory contains a five-inch equatorial refracting telescope, transit instrument, sextant, &c.

THE COLLEGE LIBRARY contains over nine thousand volumes, and valuable additions are annually being made by donations and purchases. The books are free to the students.

THE WALTON CLASSICAL LIBRARY, founded in 1872 by Geo. E. M. Walton, Esq., of Hanover county, Va., in memory of his son Andrew Minor Walton, has an endowment of \$1,000, with works on Greek and Latin subjects, and is under the management of the professors of those languages. The value of the books it now contains amounts to about \$1,000, and new books are added each year.

THE DARDEN ENGLISH LIBRARY, founded in 1888 by A. S. Darden, Esq., of Suffolk, Va., in memory of his son, A. Allen Darden, has an endowment of \$1,000. The income will be devoted to the purchase of books for the use of students in the Department of English.

**Literary Societies.** The Washington and Franklin Literary Societies, meeting weekly in their large and elegantly furnished halls for literary and oratorical exercise, are admirably conducted and enthusiastically sustained. They afford to every member an opportunity to acquaint himself practically with the methods of procedure in public assemblies, and with the duties of presiding and recording officers, and give invaluable practice in declamation and debate under the stimulus of a generous emulation for the rewards offered by them for excellence or for progress. They also edit and publish monthly a literary magazine. A student who fails to identify himself with one or the other of these Societies, loses an unusual opportunity to secure for himself privileges of great value.

**Religious Exercises.** The daily work of the College is begun with religious exercises in the Chapel.

**Opportunities.** The Methodist, Episcopal, Presbyterian, Christian and Baptist churches of the village hold each two public services on the Sabbath, and at least one during the week, and the students provide frequent social religious meetings for their own benefit.

Bible classes conducted in the College Chapel on Sabbath mornings, offer opportunity for Bible study under the instruction of the professors and officers of the College and other selected teachers, in addition to the course in the English Bible offered as regular College work. Several preaching appointments in the neighborhood are regularly filled by ministerial students.

**YOUNG MEN'S CHRISTIAN ASSOCIATION.**—This organization in the College offers many advantages to its members. It unites young men of different denominational preferences in bonds of mutual sympathy and fellowship, and gives Christian students, while away from their home-churches, helpful privileges and duties as members of a world-wide religious organization. Under its auspices, varied and interesting religious exercises are held in the cottages and in its own beautifully furnished room on the campus, and seven Sunday-schools are sustained in the neighborhood.

**Government.** Every student entering the College is presumed to be a gentleman, and so long as he remains connected with it, is treated as such. In particular, his word is relied upon implicitly,



and in all matters touching his own conduct is called for and accepted as the basis of action. This confidence in the integrity of our students lies at the foundation of our intercourse with them, and when any student forfeits it, he must be immediately excluded from the College. The one broad rule of Randolph-Macon is that all are required to conduct themselves in a moral, gentlemanly and student-like manner. In defining these terms, such special regulations and admonitions will be given as circumstances may call for. All that concerns the physical, mental and moral well-being of our students enlists our affectionate solicitude. We stand to them as friends, counsellors and guides, and, while exercising our authority with freedom and firmness, shall expect their obedience to be based rather upon a sense of right and an appreciation of the necessity of system and order, than upon the fear of set penalties. When a young man cannot be influenced by appeals to these motives, we do not consider him prepared for college.

No student found to be dissipated or persistently idle can be retained. We shall seek earnestly to reform any such, but our duty to others under our care will not allow the effort to be long continued. No pains shall be spared to maintain a pure and wholesome moral atmosphere; and whenever, for any reason, we are satisfied that the presence of any student is corrupting others, or that his influence is felt for evil in the College, we shall refund the proportionate part of the fees paid, and require his withdrawal.

#### **Class Organization.**

After an experience of many years, during which both methods have been tested, we deem a well guarded elective system preferable, under existing circumstances, to the curriculum. It affords an advanced student, having special aims, the privilege of pursuing a desired course, and it enables the Faculty to assign suitable work to those who are without uniform preparation, or who cannot remain long enough to complete the full course required for a degree.

Instruction is given by text-books and lectures. The effort is made to secure thorough scholarship, and students are retained in lower, or returned from higher to lower classes, until the Professor considers them qualified to advance.

As each undergraduate course is satisfactorily completed, a Certificate therefor is issued to the student. When the work prescribed in the entire course of instruction in any subject is satisfactorily completed by an approved examination, the student is awarded a Certificate of Proficiency in that subject.



**Choice of Studies.** Students will be enrolled in appropriate classes after conference with the President and Professors. Each one is required to have not less than fifteen recitations a week, unless there are special reasons to the contrary, and no study can be changed or discontinued without the consent of the Faculty.

**Degrees.** The degrees conferred are Bachelor of Arts and Master of Arts. The attainments required to secure these degrees are as follows:

1. For the degree of Bachelor of Arts (A. B.): Graduation with distinction in Latin; Certificates of Distinction on second year's work in Greek, second year's work in English, second year's work in Mathematics, first year's work in Moral Philosophy, first year's work in Chemistry, first year's work in Physics, first year's work in Biology, first year's work in History, Economics, Mineralogy, Geology, Astronomy; one year's work in Physical Culture, and one year's membership in one of the Literary Societies.

In the A. B. course, the following substitutions are allowed:

- (1) For Greek, graduation with distinction in German, and Certificate of Distinction on first year's work in French.

- (2) For third year's work in Latin, third year's work in Greek or third year's work in Mathematics.

- (3) For Analytical Geometry and Political Economy, graduation with distinction in the English Bible.

The Bachelor of Arts course has been arranged, after much thought, to meet the growing demand for a practical, well-rounded education. It gives an excellent preparation for either business life or professional study.

2. For the degree of Master of Arts (A. M.): Distinction in the subjects required in the A. B. course, including Analytical Geometry, and graduation with distinction in four additional subjects.

Proficiency Diplomas are awarded for approved examinations when subjects are completed.

Certificates of Distinction are awarded for proficiency in the studies pursued in the undergraduate years.

**Prizes.** There are five regular prizes publicly awarded at each Commencement.

1. "THE SUTHERLIN PRIZE MEDAL FOR ORATORY," established by Major W. T. Sutherlin, of Danville, Va., 1872, is presented to the best orator who shall contend for the same, to be decided by three

competent judges, having no official connection with the College, selected by the Trustees.

2. "THE WALTON PRIZE FOR GREEK SCHOLARSHIP," established in 1872 by Mr. George E. M. Walton, of Hanover county, Va., is presented to the student who, in the judgment of the Faculty, by his progress and attainment in Greek studies, has best deserved it.

3. "THE H. W. MURRAY MEDALS," established in 1889 by legacy of Mrs. W. R. Goodwin, of Louisa county, Va., in memory of her father, Hon. H. W. Murray. There are two of these medals. The first, called the "Murray Medal for Proficiency," is awarded each year to the student who, having not fewer than four college classes, has made the highest average on all his examinations of that session. The second, called the "Murray Medal of Scholarship," is awarded each year to the student who takes A. B. or A. M., and who has made the highest average upon examinations in graduating classes of the A. B. course.

4. "THE BENNETT MEMORIAL HISTORICAL MEDAL," established in 1899 by Rev. James Cannon, Jr., in memory of the Rev. W. W. Bennett, D. D. This medal is awarded to the student who presents the best historical essay on some subject assigned by the Professor of History.

5. "THE WILLIAM A. SHEPARD CHEMICAL DEPARTMENT PRIZE," founded by the family of the late Mrs. Mattie Davis Shepard, to be awarded to the student who attains the highest grade in the Chemistry course.

**Examinations.** There are two examinations, conducted in writing, one at the close of the half-session in February, the other at the close of the session in June. A student who fails to pass an approved examination loses his right to advance to a higher class.

**Reports.** A report of the standing of each student is made to the parent or guardian at the end of every five weeks during the session, and such special remarks are appended as each case may suggest.

**Requirements for Admission.** LATIN.—For admission to the first-year class in Latin, candidates are required to be prepared for an examination upon the following subjects:

1. Cæsar. The first four books of the Gallic War.

2. Sallust. The Catiline or the Jugurtha.

3. Latin Grammar. The inflections; the simpler rules for composition and derivation of words; the syntax of cases and verbs; the structure of the sentence in general, together with a knowledge of the subordinate clause.

4. Latin Composition. Translation into Latin of detached sentences illustrating the general rules of syntax, or of a passage of easy prose.

MATHEMATICS.—The requirements for admission to the first year's work in Mathematics embrace :

1. Arithmetic.

2. Algebra to Quadratic Equations. The preparation should include an accurate knowledge of the fundamental operations, equations of the first degree with applications to problems involving two or more unknown quantities, factoring, involution, evolution, fractional and negative exponents, radicals and the elementary theory of imaginaries.

3. Plane Geometry. The requirements consist of three books in one of the larger American text-books, and include the following subjects: The properties of plane rectilineal figures, limits, the circle and the measure of angles, proportion and similar figures, with facility in applying geometrical principles in the solution of exercises.

Students who enter Mathematics without adequate preparation are at a great disadvantage. Instead of giving their time to new work, they are forced to spend much of it in trying to learn things they are supposed to know. They are unable to keep up with their classes, and soon become discouraged.

ENGLISH.—A. *Grammar and Rhetoric.* It is required that a student shall have mastered some grammar like Whitney's *Essentials of English Grammar*, and some elementary rhetoric like Genung's *Outlines of Rhetoric* or Hill's *Foundation of Rhetoric*.

B. *Reading.* It is also required that a student have (1) a *general* knowledge of the following works and their authors: George Eliot's *Silas Marner*; Shakespeare's *Merchant of Venice*; Pope's *Homer's Iliad* (four books); *The Sir Roger de Coverley Papers* in *The Spectator*; Goldsmith's *The Vicar of Wakefield*; Coleridge's *The Rime of the Ancient Mariner*; Tennyson's *The Princess*; Scott's *Ivanhoe*; Lowell's *The Vision of Sir Launfal*; Cooper's *The Last of the Mohicans*. (2) A *special* knowledge of the subject-matter, the literary form and the logical structure of the following works: Shakespeare's *Macbeth*; Milton's *L'Allegro*, *Il Penseroso*, *Comus*, and *Lycidas*; Burke's speech on *Conciliation with America*; Macaulay's *Essays on Milton and Addison*.

HISTORY.—1. To begin the Junior course a thorough acquaintance with Greek, English and American History is required.

2. To begin the Senior course, the completion of the Junior course is required, or satisfactory evidence of the completion of an equivalent amount of work in general History.



# DAILY PROGRAMME.

HOURS.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
8	Chapel.	Chapel.	Chapel.	Chapel.	Chapel.
8:15	II. Mathematics. I. French. Intro. Greek. II. Chemistry.	II. Mathematics. I. French. Intro. Greek. II. Chemistry (Lab.).	I. French. Intro. Greek. II. Chemistry.	II. Mathematics. I. French. Intro. Greek. II. Chemistry (Lab.).	II. Mathematics. I. French. Intro. Greek. II. Chemistry.
9:15	I. Mathematics. II. French. I. Biology. II. English Bible.	I. Mathematics. I. Moral Philosophy II. Chemistry (Lab.).	I. Mathematics. I. Moral Philosophy.	I. Mathematics. I. Moral Philosophy II. Chemistry (Lab.).	I. Mathematics. I. Moral Philosophy
10:15	II. English. II. Latin. II. Moral Philosophy. IV. Mathematics. I. History.	II. French. II. Latin. II. Moral Philosophy. II. Biology (Lab.). I. Chemistry (Lab.). I. History.	II. English. II. Latin. II. Moral Philosophy. II. Biology (Lab.). IV. Mathematics. I. History.	II. French. III. Greek. I. Chemistry (Lab.). I. History.	II. English. II. Latin. II. Moral Philosophy II. Biology (Lab.). IV. Mathematics. I. History.
11:15	I. English. III. Mathematics. II. Greek.	I. English. I. Biology. II. English Bible.	I. English. III. Mathematics. II. Greek. II. Biology (Lab.).	I. English. I. Biology. II. English Bible.	I. English. III. Mathematics. II. Greek. II. Biology (Lab.).
12:15	I. Chemistry. II. Biology. I. Greek.	I. Chemistry. II. Biology. I. Greek.	I. Chemistry. II. Biology (Lab.). I. Greek.	Geology. II. Biology. I. Greek.	Geology. II. Biology (Lab.). I. Greek.
2:15	I. Latin. III. English Bible. II. History. Astronomy.	I. Latin. I. Biology (Lab.). I. Chemistry (Lab.).	I. Latin. III. English Bible. II. Chemistry (Lab.). Astronomy. II. History.	I. Latin. I. Biology (Lab.). I. Chemistry (Lab.).	I. Latin. III. English Bible.
3:15	I. Physics. I. English Bible. I. German. III. Latin.	I. Biology (Lab.). I. Chemistry (Lab.).	I. Physics. II. Chemistry (Lab.). I. English Bible. III. Greek. III. Latin.	I. Biology (Lab.). I. Chemistry (Lab.).	I. Physics I. English Bible. I. German. III. Latin.
4:15	II. German. III. English. Physical Culture.	Political Economy I. German.	II. German. III. English. Astronomy. Physical Culture.	Political Economy I. German. Astronomy.	II. German. III. English. Astronomy. Physical Culture.
5:15	Physical Culture.	Physical Culture.	Physical Culture.		Physical Culture.



## COURSES OF INSTRUCTION.

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The subjects in which instruction is given in the College are Latin, Greek, English, German, French, Mathematics, Chemistry and Geology, Physics, Astronomy, Biology, History and Economics, Moral Philosophy, the English Bible, and Physical Culture.

In these subjects courses of study are arranged leading to the degrees of Bachelor of Philosophy, Bachelor of Arts, and Master of Arts, as before set forth.

### LATIN.

PROFESSOR BOWEN.

The work of the first year is designed to acquaint the student with Cicero, Vergil and Ovid, and, by means of the study of the grammar and weekly exercises, to give him a more thorough knowledge of the case-relations and the fundamental principles of Latin prosody. The work of the second year offers a more extended course in syntax and prose composition and embraces a course of reading in Seneca, the Roman historians (chiefly Livy and Tacitus), and the Roman elegiac poets (chiefly Catullus and Propertius). The work of the third year is intended to give the student, not only a comprehensive knowledge of classical Latin, but also to make him acquainted with pre-classical Latin; and, by the course in Latin literature, to give the student a general introduction to all the Roman authors. The courses of this year include Roman satire and dramatic poetry. Throughout the entire course an effort is made to study the government and the private life of the Romans as well as their literature and language.

#### First Year.

1. Cicero's Orations, Gildersleeve's Grammar (3d edition) and Exercise Book. Four hours a week during the first term.

2. Vergil's *Æneid* and Pastoral Poems; the elements of Latin versification, including the Hexameter; Grammar and Exercises. Four hours a week during the second and third terms.

3. Ovid's *Metamorphoses*. One hour a week throughout the year.

TEXT-BOOKS—Cicero's Select Orations (Allen and Greenough); Ovid's *Metamorphoses* (Allen and Greenough); Vergil (*Nettleship*); Vergil's *Bucolics* and *Æneid* (Greenough, Kittredge, Harper and Miller); Gildersleeve's Latin Grammar (3d edition) and Exercise Book.

**Second Year.**

1. Roman History.—Livy, XXI and XXII; collateral reading, including especially the Punic Wars; Grammar and Exercises. Three hours a week during the first term.

2. Tacitus, *Germania* and *Agricola*; *Private Life of the Romans*; Grammar and Exercises. Three hours a week during the second term.

3. Roman Elegiac Poetry.—Select Elegies of Propertius, Tibullus and Catullus. One hour a week throughout the year.

4. Seneca's Moral Essays.—Two hours a week during the third term.

TEXT-BOOKS—Livy, Books XXI and XXII (Westcott, or Lord); Tacitus's *Agricola* and *Germania* (Hopkins, or Gudeman); *The Private Life of the Romans* (Preston and Dodge); Catullus (Merrill); Propertius (Postgate); Seneca's Moral Essays (Hurst and Whiting); Grammar and Exercise Book as in first year.

**Third Year.**

1. Roman Satire.—Juvenal and Horace's Satires; lectures on the origin and development of the satire; weekly exercises. Three hours a week during the first term.

2. Roman Drama.—Plautus' *Miles Gloriosus*, Terence's *Phormio*; lectures on the origin and development of the drama. Three hours a week during the second term.

3. Horace's Odes and Epistles; prosody, including the scansion of the odes read; weekly original exercises, based on some Ciceronian text. Three hours a week during the third term.

4. Roman Literature. One hour a week during the second and third terms.

TEXT-BOOKS—Horace; Smith's edition of Odes and Epodes, Palmer's edition of Satires; Hardy's Juvenal; Tyrrell's *Miles Gloriosus* of Plautus; Elmer's *Phormio* of Terence; Gow's *Companion to School Classics*; Mackail's *Latin Literature*; Appendix to Bennett's *Latin Grammar*, as reference book on historical grammar, Henry's *Comparative Grammar of Greek and Latin* and Lindsay's *Latin Language*.

**Fourth Year.**

The work of this year is designed to meet the case of those students who intend to take an advanced course in Latin at some of the leading universities, and who, therefore, desire a more extended course than that required for the A. B. degree.

1. The letters of Pliny and of Cicero, with special study of Roman private antiquities. Two hours a week during the first term.

2. Early Latin.—Study of inscriptions and fragments of the early literature. One hour a week during the first term.

3. Sight-reading.—Two hours a week during the second term.

4. Historical Latin Grammar.—One hour a week during the second term.

NOTE.—The text-books used in the above courses will be announced later.

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## GREEK.

PROFESSOR JONES.

The work of this department extends over a period of three years in the College course proper, but a year of introductory study in Greek is provided for in consequence of the common neglect of this subject in preparatory schools.

The courses of reading, in which there is steady effort to express adequately the thought of the Greek author in clear idiomatic English, begin at the close of the classical period and follow the stream of Greek literature back to its sources. Much importance is attached to syntactical study, which begins with the grammar, but is made real to the student by constant illustration from the authors read. The basis of this study is Attic prose; with this standard the usage of other authors read is constantly compared, and the results are fixed in the student's mind by weekly exercises in prose composition. In addition there are outline studies of Greek life, education, and literature, and of the significance of Greek culture in relation to that of later times. Collateral reading in English in immediate relation to the work in class is assigned.

Sight translation may be given on examination.

### First Year.

TEXT-BOOKS—Goodwin's Grammar; Pearson's Prose Composition; Plato, *Apology*; Lysias, select orations; Demosthenes, *Philippics*; Mahaffy's *Old Greek Education*; Jebb's *Primer of Greek Literature*; Hunter's *Primer of Greek Philosophy*. Collateral reading in English in philosophy and oratory: Aristotle, Plato, Isocrates, Aeschines, Demosthenes. Five times a week.

### Second Year.

TEXT-BOOKS—Same Grammar; Sidgwick's Prose Composition; Thucydides, Book VII; Herodotus, selections from Books VI-VII; Homer, *Iliad*; Westcott and Hort's *Revised Greek-English New Testament*; Smith's *Studies in the Greek New Testament*. Since some students discontinue Greek with this year, the collateral reading is assigned in epic and lyric poetry and the drama. Homer, Pindar, Aeschylus, Sophocles, Euripides, and Aristophanes. Three times a week.

### Third Year.

TEXT-BOOKS—Tyler's Selections from the Greek Lyric Poets; Æschylus, Prometheus Bound; Sophocles, Oedipus Tyrannus and Antigone; Euripides, Medea; Aristophanes, Frogs; Jevon's History of Greek Literature. Other texts to be chosen. Three times a week.

### Introductory Year.

The purpose of this class has already been stated. Five times a week.

TEXT-BOOKS—White's First Greek Book; Goodwin and White's Anabasis; Mahaffy's Old Greek Life; Gayley's Classic Myths; Smith's Study of Greek.

## GERMAN.

PROFESSOR JONES.

In this department much attention is given to pronunciation. A thorough knowledge of form and syntax as secured by constant drill on the texts read and fixed by exercises in prose composition is regarded as of the highest importance. Translations into English are made with great care. The leading facts of German life and literature are presented.

Sight translation may be given on examination.

### First Year.

TEXT-BOOKS—Thomas's Practical German Grammar; Hervey's Exercises; Märchen and Balladen; Storm's Immensee; Wilhelm's Einer muss heiraten; Benedix's Müller als Sündenbock; Parry's Life Among the Germans. Four times a week.

### Second Year.

TEXT-BOOKS—Same Grammar; Von Jagemann's Prose Composition; Schiller's Wilhelm Tell; Prose selections from Heine; Goethe's Hermann and Dorothea and Faust; Freytag's Die Journalisten; Wildenbruch's Das Edle Blut; Sudermann's Der Katzensteg; Moore's History of German Literature. Three times a week.

## ENGLISH.

PROFESSOR BLACKWELL.

### First Year.

1. HIGHER GRAMMAR AND ETYMOLOGY.—A course in advanced grammar and grammatical analysis, with an introduction to the study of Etymology. For entrance into this class see the requirements given on page 26.

TEXT-BOOKS—Smith and Blackwell's Parallel Syntax Chart; a History of the English Language.



2. RHETORIC.—Style with especial study of the Sentence, the Paragraph, and the General Processes in the Ordering of Material.

TEXT-BOOK—Genung's Practical Rhetoric ; Selected English Classics.

3. SHAKSPERE.—One hour a week during the session is devoted to the reading of the historical plays of Shakspeare. The grammar and the versification of Shakspeare are also studied.

TEXT-BOOKS—Hudson's edition of Shakspeare ; Dowden's Shakspeare.

This class of the First Year meets daily. There are written exercises three times a week. A course of parallel reading is prescribed.

### Second Year.

1. ADVANCED RHETORIC.—Description, Narration, Exposition, Argumentation, and Persuasion. Especial attention is given to Argumentative discourse and Brief-drawing.

TEXT-BOOKS—Genung's Practical Rhetoric; Lewis's Specimens of the Form of Discourse.

2. LITERATURE.—History of Literature; Lyric Poetry; Versification.

TEXT-BOOKS—Pancoast's English Literature; Palgrave's English Lyrics; Milton, Pope, and Wordsworth are the chief authors studied.

3. OLD ENGLISH.—An elementary course in Old English, designed as introductory to the study of the history of the language.

TEXT-BOOKS—Smith's Old English Grammar.

The Second Year's class meets three times a week. There are weekly exercises. This class is required for all degrees.

### Third Year.

1. LITERATURE.—An advanced course devoted to the study of Tennyson, Browning, and Matthew Arnold and to the critical examination of the chief plays of Shakspeare. Four essays are required during the year.

2. MIDDLE ENGLISH.—A short course in early Middle English introductory to Chaucer and the study of the history of the language.

TEXT-BOOKS—Sweet's First Middle English Primer; Morris's Chaucer's Prologue and Knightes Tale; Emerson's History of the English Language.

This class meets three times a week. It is an elective for the A. M. degree.

## FRENCH.

PROFESSOR BLACKWELL.

MR. LEAKE.

### First Year.

1. **ELEMENTARY COURSE.**—Whitney's French Grammar; Super's French Reader; Crane and Brun's *Tableaux de la Révolution Française*; Super's Historical Reader; Montgomery's French History.

This class meets five times a week. The first part of the year there are three or four exercises a week, later in the course they are required only once a week. This class, with the two years' course in German, may be substituted for Greek in the A. B. degree.

### Second Year.

1. **FRENCH OF THE SEVENTEENTH CENTURY.**—Crane's *La Société Française au XVIIIème Siècle*; the plays of Corneille, Molière, and Racine; Bossuet's *Oraisons Funèbres*; Pascal's *Pensées*; Descartes' *Méthode*; La Rochefoucauld's *Maximes*; La Bruyère's *Caractères*; the letters of Madame de Sévigné and Madame de Maintenon.

2. **THE ROMANTIC MOVEMENT IN FRANCE.**—Selection from the works of Hugo, De Musset, George Sand, Gautier, Balzac, Sainte Beuve. Kastner and Atkins's *French Literature* is used as the basis for the work done in the history of the literature.

3. **THE SHORT STORY.** Daudet, Laboulaye, Maupassant.

4. **SPECIMENS OF THE MODERN DRAMA.**—Augier; Rostand.

This class meets three times a week. There are weekly exercises, and parallel reading is assigned for each month.

The Second Year in French is an elective for the degree of A. M.

## CHEMISTRY.

PROFESSOR CANTER.

The work in the Chemical Department is embraced in three courses of one academic year each. The work comprises courses in general inorganic chemistry, blow-pipe analysis, qualitative analysis by the wet method, quantitative analysis, gravimetric and volumetric, and preparation of organic compounds.

### First Year.

The work of the first year is required for the A. B. degree. For those who desire a certain amount of chemical knowledge as a part of a general education, the course is especially intended; and it forms at the same time the necessary foundation for the further study of chem-

istry. The descriptive study of the elements and their compounds, following the periodic classification of Mendelejeff, will be the subject matter for lectures and recitations during most of the year. Constant practice will be had in the interpretation and use of chemical symbols, formulæ and equations. A text-book will be used, and the most important principles met with will be enlarged upon. Each student will work at least four hours per week in the laboratory, where full opportunity will be given to illustrate the principles in the texts and lectures.

In addition to general inorganic experiments, several inorganic preparations will be made, and a course in blow-pipe analysis will be given. From April till June, a series of lectures is delivered on some of the compounds of carbon, and a very brief survey is made of early chemical history.

The class meets for recitation four hours per week. A fee of five dollars per term is charged for use of laboratory.

TEXT-BOOKS—Remsen's College Chemistry, 1901; Keiser's Laboratory Manual; Renouf's Inorganic Preparations; Notes on Blow-pipe Analysis.

REFERENCE BOOKS—Inorganic Chemistry, Newth; Inorganic Chemistry, Freer; Mendelejeff's Principles of Chemistry.

### Second Year.

For admission to this course the student must have completed, in a satisfactory manner, Course I.

A part of the first term will be taken up with lectures on theoretical chemistry, and on special topics in inorganic chemistry. A detailed study of organic chemistry will constitute the class-work for the greater part of the year. Parallel work in chemical history will be assigned.

In the laboratory *at least* six hours per week will be required of each student, and for some a larger time may be necessary to complete the work. A laboratory fee is charged each term.

The laboratory work is classed under three heads:

I. QUALITATIVE ANALYSIS.—The more important analytical reactions will be thoroughly studied, and the student will analyze substances by groups—both acids and bases. Complete analysis of numerous complex mixtures of acids and bases will be made, and a practical knowledge of analytical operations will be acquired.

II. QUANTITATIVE ANALYSIS.—At the beginning the work will be complete gravimetric determinations of acidic and basic radicals in pure substances. This will be followed by volumetric analysis, including alkalimetry, iodometry and oxidation methods. When skill

in manipulation has been acquired, the student will be assigned more difficult work—analysis of fertilizers, ores, waters.

III. ORGANIC PREPARATIONS.—The preparation of a number of organic compounds illustrating some of the more important reactions in organic chemistry completes the practical work of the year.

The class meets three times each week.

TEXT-BOOKS—Remsen's Organic Chemistry; A. A. Noyes' Qualitative Analysis; Talbot's Quantitative Analysis; Levy's Organic Preparations.

REFERENCE BOOKS—Cairn's Quantitative Analysis; Classen's Quantitative Analysis by Electrolysis; Gattermann's Organic Preparations, Bernthsen's Organic Chemistry; Wanklyn's Water Analysis; Fresenius' Qualitative and Quantitative Analysis.

### Third Year.

For those who expect to make a special study of chemistry, either as original investigators or as teachers of chemistry; and for those who wish to become analysts in applied chemistry, this course is offered. Courses I and II in Chemistry or the equivalent of both, and a reading knowledge of French and German, will be required for entrance. An extended course of reading in Historical Chemistry, Pure and Applied Chemistry and Journal Literature will accompany the laboratory work. The latter will consist of special quantitative methods, the testing of new methods in analysis, the preparation of advanced organic compounds and investigations in pure chemistry.

The work will be varied to suit the needs and intentions of the student.

The chemical laboratory is a large, well ventilated, and well lighted room, supplied with modern conveniences for expeditious and accurate work. Among these may be mentioned, water and gas convenient to each desk, a hood for noxious gases, a combustion furnace, nitrometers, apparatus for gas analysis and for vacuum filtration and exceptionally fine chemical balances.

A well chosen library, and current numbers of several foreign and domestic chemical journals, are available for reference.

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## GEOLOGY AND MINERALOGY.

PROFESSOR CANTER.

The course in Geology and Mineralogy includes oral instruction and recitations once per week during the entire year. The work done is intended to give the student a fair knowledge of geological phenomena, and to acquaint him with many of the commonly occurring minerals.



The discussion of the causes and processes of change now in operation on the earth to produce structure, is first taken up. The origin and mode of occurrence of the materials which make up the earth's crust is then studied. Specimens of the common rocks and minerals are used for illustrative purposes, and the student will be encouraged to collect and classify rock specimens. A brief outline of the principle historical features of the changes through which the earth has passed, as recorded in the successive rocks, will conclude the geological study. A suitable amount of laboratory work during the second term will be required in Mineralogy, and at least four months' work in inorganic chemistry must have been completed. Crystallography will be illustrated by models and natural crystals. The student will be familiarized with blow-pipe methods and other chemical tests for determining minerals; and such knowledge will be used in determining unnamed specimens. The museum attached to the laboratory contains an excellent collection of geological specimens, and of minerals, including all but the rarer specimens.

Additions have recently been made in the line of supplies of the more common specimens, and these will be used for analysis.

TEXT-BOOKS—Le Conte's *Geology ; Minerals and How to Study Them*, E. S. Dana ; *Tables for Determination of Common Minerals*, Crosby.

REFERENCE BOOKS—Geikie's *Geology*, Scott's *Geology*, A System of Mineralogy, J. D. Dana.

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## ASTRONOMY.

PROFESSOR CANTER.

### Course.

This class meets three times a week during the second half-session. The course is a general one, and partly concerns the instruments, methods, and data of practical astronomical work, partly is descriptive of the present state of astronomical knowledge. The work is done by recitations, lectures and observations. The Lutz Observatory, founded by Mrs. M. A. Lutz, in memory of her husband, F. A. Lutz, formerly a trustee of the College, is provided with sextant, transit instrument, a reflecting telescope of five inches aperture, and a refracting telescope of five and a quarter inches aperture, made by Byrne, worked over by Alvan Clark & Sons. This telescope is equatorially mounted, and is provided with driving clock and graduated circles. The facilities of the Observatory are made perfectly accessible to the class. Experimental Physics and Trigonometry are required for admission.

TEXT-BOOK—Holden's *Astronomy*.

## PHYSICS.

PROFESSOR WIGHTMAN.

Many additions and improvements have recently been made to the Physical Department, chiefly in the appliances used in the study of sound, light and electricity. For the study of sound, in addition to stock apparatus, there have been obtained tuning-forks, a good siren and a set of organ pipes; for light, projection apparatus for spectrum analysis; in electricity, galvanometers, resistance boxes of most approved pattern, and an excellent X-ray outfit.

### Course.

GENERAL PHYSICS.—Instruction is given in two complementary parts. (a) Recitations. (b) Laboratory Work, extending throughout the year.

(a) CLASS WORK.—In recitations the class meets three times a week throughout the year. The course is elementary and general. It embraces: Mechanics of Liquids, Solids, Gases; Sound; Heat; Light; Electricity. Instruction is given chiefly by experimental lectures, and in this way parts of the text-books are largely supplemented. About two hundred and fifty demonstrations are given by the Director.

TEXT-BOOK—Lessons in Elementary Physics, Stewart.

(b) LABORATORY WORK.—Two hours a week. In addition to the regular recitations, the student will be required to perform, under the supervision of the Director, as thoroughly as possible, a series of experiments, repeating what was done before him in the recitations, and also performing other experiments which will be assigned to him. He thus, by experience, becomes acquainted with the fundamental laws of matter explained in his text-book.

LABORATORY MANUAL.—Practical Physics, Chute; or Experimental Physics, Ames.

First year course in Mathematics, or its equivalent, is required for admission to this class.

Five dollars per half-session will be charged as a Laboratory fee.

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## BIOLOGY.

PROFESSOR WIGHTMAN.

The Biological Department occupies a suite of three rooms in Science Hall. These are a lecture-room, a library and office, and a laboratory. The lecture-room is well equipped with modern conveni-

ences. In the library and office are located the working museum and reference library. The laboratory is a large, well-heated and ventilated room, with good illumination. The equipment offers an excellent opportunity for an earnest student to acquire the fundamental principles of Biology. Gas and water pipes are well distributed, a distilling apparatus furnishes an abundance of distilled water, while incubators, microtomes, microscopes, plethysmographs, tambours, sphygmographs, myographs, an artificial heart and blood-vascular system and skeletons, mounted and disarticulated, are some of the appliances used by the student.

### Courses.

Two courses in Biology are offered, each a year in length.

#### First Year.

**GENERAL BIOLOGY.**—The purpose of this course is to survey the living world by the study of typical forms. No attempt is made to develop botanists, zoölogists or physiologists; but the chief aim is to put within the student's grasp a knowledge of the broad principles underlying the structure and physiology of living things by a study of the characteristics of living matter, of the phenomena of growth, development and reproduction, and of comparative anatomy.

The following are some of the topics discussed: The bacteria, including the diseases of plants and animals with their causes and prevention; the principles of hygiene, the digestion and assimilation of food, heredity, the influence of education, and many sociological problems, such as the effect of food and habit on the working power of the race. Instruction is given by means of (a) Lectures, (b) Laboratory Work.

(a) **LECTURES.**—Three hours a week throughout the year. This course will embrace a comparative study of living things—animal and vegetable. Beginning from such simple microscopic organisms as the Yeast plant and the *Amœba*, the student will be led to consider successively higher types chosen from the great classes of the animal and vegetable kingdoms until he reaches such a complex organism as a common flower, the buttercup, and a typical mammal—the rat or rabbit. The work of the year will include the study of Embryology and phanerogamic Botany. In Embryology the development of the chick will be taken as a type; in Botany special attention will be paid to the methods of collecting, preserving and classifying of specimens.

(b) **LABORATORY WORK.**—Four hours a week throughout the year. Each student is supplied with reagents and instruments and



with a table, a microscope, and all apparatus necessary for successful work. About fifteen typical forms are studied. The order of work is from the simpler to the more complex organisms. The principles of microscopy, the handling, staining, mounting and sketching of specimens, and the comparison of one form with another are essential features of the work. About five weeks are given to Embryology. Each student is required to hand in a selected herbarium properly arranged and mounted.

A laboratory fee of five dollars per half session is charged.

One year's work in Physics is required for admission to this course.

### Second Year.

COMPARATIVE ANATOMY AND PHYSIOLOGY.—The aim of this year's work is to enable the students to become familiar with the principles of Biology manifested in man and the higher animals. In this class, also, instruction will be given by means of (a) Lectures, and (b) Laboratory Work. The lectures will be amply supplemented by suitable demonstrations, and in the laboratory the student becomes acquainted by experience with the details of microscopy and with the methods of experimental physiology. The following synopsis of the course will give an idea of its scope:

(a) LECTURES.—Three hours a week throughout the year. The subjects embraced in this course are—

- (1) Comparative anatomy of mammalia.
- (2) Microscopic anatomy of man and higher animals.
- (3) Physiology and hygiene of man.

(b) LABORATORY WORK.—Six hours a week throughout the year.

(1) Dissection of dog or rabbit. About five weeks are given to this work. Included in it is a study of human Osteology. As guides, Howell's Dissection of the Dog or Parker's Zoöotomy and Gray's Anatomy are followed.

(2) Preparation and microscopic examination of the tissues of man and the higher animals. Almost every tissue and organ of the human body is microscopically studied. This work includes the details of microscopic technique as the killing, hardening, imbedding, cutting and staining of preparations, the injection of organs, and the sketching of the sections prepared by the student. Stirling's Histology is used.

(3) Demonstrations and experiments on the physiology of the organs of man and the higher animals. Close attention is paid to the



working of muscle, the innervation of the heart, vaso-motor effects, digestion and assimilation, respiration, excretion, and the functions of the central nervous system. Suitable apparatus is at hand for the use of the student. Stirling's Practical Physiology is the basis of work.

A laboratory fee of five dollars per half-session is charged.

For admission into this course one year's work in Chemistry and Physics is required.

### Preliminary Medical Course.

Randolph-Macon College is in no sense a technical school. Many young men, however, are looking forward to the study of medicine after the completion of their regular A. B. course. To these young men it will be most advantageous to incorporate into their studies all the courses in Chemistry, Biology and Physics. These studies form the basis of modern medicine. Such a young man will then secure not only the mental development due to systematic collegiate work, but in addition, will have laid a firm foundation for his professional course.

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## MATHEMATICS.

PROFESSOR SMITHEY.

### I. PURE MATHEMATICS.

The work of this department extends over a period of four years. The courses of the first two years, as given below, constitute the required work. These are designed to give an accurate knowledge of the more elementary branches of Mathematics, and to render their principles effective in developing in the student the power of independent and consecutive thought.

The third year's course is elective for A. B., and gives, when added to the required courses, a working knowledge of Mathematics for those who wish to use it in advanced Physics, Astronomy, Technology, and Economics. It also affords the general student an opportunity to round out his mathematical knowledge with a comprehensive view of the principles and methods of the Calculus.

The fourth year's course is elective for A. M., and is designed for students who have a fondness for Mathematics, and wish to specialize in it or in some of the Mathematical Sciences.

The arrangement of the work of the department is as follows:

**First Year.**

1. **ALGEBRA AND DETERMINANTS.**—Quadratic equations and simultaneous equations involving quadratics, theory of quadratic equations, imaginaries, ratio, proportion, variation, progressions, mathematical induction, permutations, combinations, partial fractions, binominal theorem, logarithms, probability. The general theory of determinants, with some of its more important applications. In addition to the regular class work, written work is required weekly.

First term, daily at 9:15 to 10:15.

TEXT-BOOKS.—Bowser's College Algebra, Peck's Determinants.

2. **PLANE AND SOLID GEOMETRY.**—Comparison and measurement of rectilinear figures, regular polygons and circles, the line and the plane in space, polyhedra, the cone, the cylinder, the sphere and their measurements, spherical triangles. Numerous exercises. In addition to the regular class-work, written work is required weekly.

Second term, daily at 9:15 to 10:15.

TEXT-BOOK—Wentworth's Plane and Solid Geometry.

**Second Year.**

1. **PLANE AND SPHERICAL TRIGONOMETRY.**—Demonstration of fundamental formulæ, proof of trigonometric identities, the theory and use of logarithmic tables, trigonometric analysis. Much attention is given to the practical solution of triangles, the solution of spherical triangles, and related problems. In addition to the regular class-work, written work is required weekly.

First term: Tuesday, Wednesday, Friday, Saturday, at 8:15 to 9:15.

TEXT-BOOKS—Murray's Plane and Spherical Trigonometry; Murray's Logarithmic Tables.

2. **ANALYTICAL GEOMETRY.**—Construction of loci, the properties of the point, straight line, circle, ellipse, hyperbola, parabola, discussion of the general equation of the second degree. In addition to the regular class-work, written work is required weekly.

Second term: Tuesday, Wednesday, Friday, Saturday, at 8:15 to 9:15.

TEXT-BOOK—Puckle's Conic Sections.

**Third Year.**

1. **SURVEYING.**—Application of trigonometry to problems in surveying. Field practice with the compass and the theodolite.

Six weeks of first term: Tuesday, Thursday, Saturday, at 11:15 to 12:15.

2. **THEORY OF EQUATIONS.**—General properties of equations, symmetric functions of the roots, transformation of equations, limits of the roots, separation of the roots, elimination, and the solution of numerical equations.

Twelve weeks of first term: Tuesday, Thursday, Saturday, at 11:15 to 12:15.

TEXT-BOOK—Barton's Theory of Equations.

3. **PRACTICAL CALCULUS.**—This is an elementary course in the Differential and Integral Calculus, containing numerous geometrical and physical applications.

Second term: Tuesday, Thursday, Saturday, 11:15 to 12:15.

TEXT-BOOK—Young and Linebarger's Elements of the Calculus.

#### Fourth Year.

1. **ANALYTICAL GEOMETRY OF THREE DIMENSIONS.**—Treated by lectures.

2. **ADVANCED DIFFERENTIAL AND INTEGRAL CALCULUS.**—Based on Todhunter's Treatises on the Differential and Integral Calculus.

3. **DIFFERENTIAL EQUATIONS.**—Treated by lectures.

This class meets on Tuesdays, Thursdays and Saturdays, at 10:15 to 11:15, throughout the year.

#### II. APPLIED MATHEMATICS.

While the College does not aim to give students a technical education, yet facilities are afforded by which a knowledge of some of the more useful applications of mathematical principles may be acquired. This is done by a separate year's work in Applied Mathematics. The subjects studied are the following:

1. **LAND SURVEYING.**—Computation and plotting of areas; division of areas. Field practice is given with the compass and the theodolite.

TEXT-BOOK—Carhart's Plane Surveying.

2. **DESCRIPTIVE GEOMETRY.**—Problems of the point, the line and the plane; surfaces—single curved and double curved; intersections, tangencies, shades and shadows, perspective, isometric projections.

TEXT-BOOK—Church's Descriptive Geometry.

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#### MORAL PHILOSOPHY.

PROFESSOR EDWARDS.

We divide this course of instruction into two parts, of one year each, with subjects and recitations as follows.

**First Year.**

1. **PSYCHOLOGY.**—The two-fold nature of man, physical and psychological, and the close and intimate relation of each to the other, is fully recognized; some of the attainments of Physiological Psychology are passed under review, yet attention is especially devoted to the discussion of mind and its activities as revealed in consciousness. Lectures are delivered upon the text by the professor as occasion demands. Four recitations a week for the space of ten to twelve weeks.

TEXT-BOOK—Elements of Psychology, Davis.

2. This study is inclusive of Deductive and Inductive Logic. Familiarity with the principles of the Science, and with the laws of the Syllogism is insured as far as practicable, by frequent reviews and by special work assigned the student from week to week. Four recitations a week until the study is completed.

TEXT-BOOK—Jevon's Lessons in Logic.

REFERENCE BOOK—The Theory of Thought, Davis.

3. **ETHICS.**—Avoiding, as far as possible, the discussion of purely speculative questions, the effort is made to give the student a clear and comprehensive system of morals which will prove of practical service in life.

TEXT-BOOK—Elements of Ethics, Davis.

**Second Year.**

1. **HISTORY OF PHILOSOPHY.**—Beginning with the Greek School of Philosophy and coming down to the present day, the different periods of thought are marked off and their interdependence and relative value in the construction of systems are carefully indicated. Three recitations a week.

TEXT-BOOK—Weber's History of Philosophy.

2. **METAPHYSICS.**—Few studies have experienced a more varied fortune than this. At one time it was crowned as the Queen of the Sciences; at another time it has been discarded as altogether vain and profitless; and now, to-day, after years of comparative neglect, it is brought again into prominent notice, and is everywhere accepted as an important factor in the ultimate determination of truth.

In this department as thorough an investigation is given of reality and of the higher problems of speculative philosophy as the limited time allotted to their study will permit.



3. **THEISM.**—Believing that God is a fact of Philosophy as well as of Theology, and that a knowledge of the arguments upon which His existence is predicated is helpful in the struggle of life, the study of Theism is incorporated into the curriculum of the College and receives careful and thoughtful consideration.

TEXT-BOOK—Flint's Theism.

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## THE ENGLISH BIBLE.

PROFESSOR EDWARDS.

This department has been established with special reference to the needs of students who from any cause are unable to avail themselves of larger and more thorough equipment for the Christian ministry. There are two courses of study, as follows:

### First Year.

1. **CHURCH HISTORY.**—Three recitations a week.

TEXT-BOOKS—Outlines of Old Testament History; Cowan's Landmarks of Church History.

PARALLEL READING—Schaff's "Through Bible Lands," Stalker's Life of Paul.

2. **DOCTRINES OF CHRISTIANITY.**

TEXT-BOOKS—Stalker's Life of Christ; Elements of Divinity (Ralston).

PARALLEL READING—Bernard's Progress of Doctrine in the New Testament.

### Second Year.

1. **DOCTRINES OF CHRISTIANITY.**

TEXT-BOOK—Elements of Divinity (Ralston).

2. **HOMILETICS AND PRACTICAL THEOLOGY.**

TEXT-BOOKS—The Ministry to the Congregation (Kern); Wilcox, The Pastor Among his Flock.

PARALLEL READING—Sermons by distinguished divines as appointed by the professor.

Especial emphasis is laid throughout the entire course upon the importance of a thorough knowledge of the Bible and its history; and readiness and accuracy in exegesis are fostered by the constant practice during the second year in the analysis and discussion of texts.

Graduation in this department will be allowed only to students who have passed an approved examination upon the studies embraced in the first course of the School of English.

## HISTORY.

PROFESSOR DODD.

COURSE I—(a) Rapid survey of Greek history; Ancient Rome and the Holy Roman Empire to the death of Frederick II. of Hohenstauffen. Fall term, five hours a week.

TEXT-BOOKS—Botsford's Rome, Duruy's Middle Ages. Comparative work in Mommsen, Gibbon and Lamprecht's History of Germany.

(b) Europe from 1250 to 1789. Subjects to which special attention is given are: Rise of the Hansa Towns; England vs. France; Beginnings of Popular Governments. Spring term, five hours a week.

TEXT BOOKS—Duruy's Middle Ages, Modern Times. Comparative work in Motley, Prescott, Epochs of Modern History.

Course I is required of all applicants for degrees.

COURSE II—(a) England from 1265 to the accession of George III. Subjects: Rise of the House of Commons; Mercantilism and the Tudors; Religious and Political Revolutions. Fall term, three hours. Lectures, recitations, readings.

(b) American History: Founding of the Colonies; Struggle Between the English and the French for Supremacy; Formation of the Union; and the contest over States' Rights. Spring term, three hours. Lectures, recitations, readings and essays.

This course is open to all who have completed No. I.

COURSE III—(a) French Revolution and the Napoleonic Wars, with special reference to social and economic influences. Fall term, three hours.

TEXT-BOOKS—Schailer Mathews' French Revolution; Morris' Life of Napoleon I. Collateral work in the lives of the great men of the time, such as Morley's Rousseau, Willert's Mirabeau.

(b) Europe from 1815 to 1879. Subjects: Metternich and the Holy Alliance; Revolutions of 1830 and 1848; Bismarck and the Founding of the German Empire. Spring term, three hours.

TEXT-BOOKS—Mueller's History of Our Own Times. Collateral Work in the Biographies of Metternich, Bismarck and others.

This course alternates with Course II, and is open to all students who have completed No. I.

COURSE IV—History of Virginia from 1753 to 1828. Fall term, two hours. Lectures, recitations, essays based on a study of the sources.

## CIVICS.

PROFESSOR DODD.

I. Civil Government; Growth of the American State Governments; Formation of the National Government; practical workings of both compared and contrasted; and finally a comparative study of American and European systems.

TEXT-BOOKS—Smithey's Civil Government in Virginia; Woodrow Wilson, Congressional Government.

Fall term, two hours a week.

II. Present Politics and a review of the important events from week to week. Spring term, two hours. Weekly and monthly periodicals are the texts.

## ECONOMICS.

PROFESSOR DODD.

Only one course is given at present: Political Economy. Spring term, two hours.

TEXT-BOOK—Gide's or Walker's Political Economy.

Readings and essays from Adam Smith, John Stuart Mill and present day writers.

Randolph-Macon Historical Society: Letters, old newspapers and copies of public documents are collected and preserved. The more valuable papers are at present published annually under the name of the John P. Branch Historical Papers of Randolph-Macon College. John P. Branch, Esq., of Richmond, very generously bears the expense of printing. The initial paper in the publication is the Bennett Prize Essay—a paper on some comparatively unknown historical character in Virginia history.

The Bennett Prize contest and the Bennett History Library, referred to elsewhere in the Catalogue, have been the means of stimulating much interest in the study of Virginia history.

## PHYSICAL CULTURE

WM. S. BROWN.

In adding this department to the College, the Trustees had in view two well-established facts:

FIRST. That to maintain the best results in intellectual work, the student must have a healthy, vigorous frame, in order to stand the heavy drain made upon his system by constant mental application.

SECOND. That the period between sixteen and twenty-six years of age furnishes the best opportunity for overcoming hereditary defects, for filling out undeveloped parts of the body, and for building up for the work of life a sound constitution.

To accomplish the first end, students, on entering this department, are divided into classes that meet three times weekly. The instructor sees that they exercise regularly and sufficiently, and yet do not go beyond their strength. The apparatus used for these classes are dumb-bells, clubs, wands, ladders, vaulting-horses, and chest-weights.

The second object is more especially the scientific aim of this department. Each student, on entrance, is measured by the director, and his strength tested in every way by instruments specially made for this purpose. These measurements, compared with the standards taken according to height, show him where he is physically most deficient.

To secure a degree a student must attain an average mark of eighty on the work covering one session.





**PRIVILEGED STUDENTS.**—All students preparing for the ministry are exempt from tuition fees, but are required to pay their matriculation and medical fees. Such students are required to bring the recommendation of the Local Board of Education of the pastoral charge to which they belong, and to give bonds for the payment of their tuition fees in two years after leaving college, which become payable on their failure to devote themselves to the ministry. The sons of itinerant ministers of the Virginia and Baltimore Conferences of the Methodist Episcopal Church, South, are also educated without charge for tuition.

**DEPOSITARY.**—We advise parents or guardians to deposit with the Treasurer, by draft, check, postoffice order or registered letter, the amount of money needed to meet the regular expenses of a student for tuition fees, books and board. *Moneys, except for these objects, will not be received by the Treasurer.* It will then be readily known at home whether a young man is economical or extravagant in his expenditures.

We ask special attention to this item.

**ROOMS AND FURNITURE.**—Rooms in the College buildings are furnished free of rent, but all furniture must be provided by the student. This can be obtained in Ashland new, or more economically, by purchase from some retiring student. Rooms may be engaged in advance.

#### AID FUNDS AND SCHOLARSHIPS.

**THE ROBERT J. ANDERSON MINISTERIAL AID FUND.**—This fund, consisting of \$2,000, was given by Mr. A. H. Anderson, of Greenbrier county, West Virginia, in memory of a son who died in early manhood. The money is loaned to students for the ministry of the Methodist Episcopal Church, South—the borrower giving a note which begins to bear interest at the close of his college course.

**THE MINNIE A. WINCH MINISTERIAL AID FUND.**—By the will of Mrs. M. A. Winch, a Christian woman rich in good works, the sum of \$1,000 was given for the benefit of students for the ministry and sons of ministers at the College. The money is loaned to approved applicants.

**THE A. G. PRITCHETT MINISTERIAL AID FUND.**—The dividend from this fund, amounting to \$100 per annum, is loaned to any young man studying for the ministry nominated by Mr. John Inge Pritchett, its founder, or in case he fails to nominate, to some worthy applicant, preference being given to one from Pittsylvania county, Va.

THE R. S. PAULETT MINISTERIAL AID FUND is loanable on the same terms as the Anderson Fund.

THE I. N. VAUGHAN MEMORIAL LOAN AND AID FUND.—This fund, consisting of \$25,000, was established through the liberality of Mrs. Emma Lee Vaughan, in memory of her husband, the late Isaac Newton Vaughan, of Hanover county, Va., a generous friend and patron of the College. The annual income of the fund is to be used in scholarships and loans, for the benefit of students who may need such assistance, preference being given to young men of Hanover county. The Vaughan Scholarship aids the recipient annually to the amount of his tuition fees—that is, seventy-five dollars.

THE MARY LOUISA MERRITT BRANCH STUDENTS' LOAN FUND.—Founded in 1902 by John P. Branch, Esq., of Richmond, Va. Amount of fund, \$10,000. Annual product, \$600. This product will be loaned to students needing pecuniary help in taking a college course at Randolph-Macon College on their bonds, satisfactorily secured, giving such students sufficient time to make the money after they leave college.

Applications for loans must be made to the Secretary and Treasurer of Randolph-Macon College, for approval by the Executive Committee having such matters in charge.

#### OTHER SCHOLARSHIPS

Are offered to deserving young men who need assistance. These will save the recipient fifty-five dollars.

All applicants for scholarships and loans must be satisfactorily certified:

1. As needing the benefit, on account of want of means.
2. As fitted and prepared for the regular College course.
3. As studious young men, of good moral character and habits.

N. B.—Applications for scholarships and loans should be made as early as practicable, and should be addressed to Richard Irby, Secretary and Treasurer, who will lay the same before the Executive Committee for consideration and award.

#### ENDOWMENT.


Very considerable additions have in latter years been made to the endowment funds of the College, enabling us to offer increased facilities to the young men who are seeking to prepare themselves for useful and successful lives. Contributions to this fund are investments which will yield rich returns in the benefits conferred on the youth of our

own generation and of those who shall come after, and through them on Church and State. It is hoped that those who contemplate such benefactions will embrace the present occasion, when special effort is being made to increase the endowment, and when their example will encourage and stimulate others, and thus multiply the gift. Correspondence upon this subject is solicited by the President.

We would also call the attention of those who desire, by deed of gift or legacy, to advance the cause of Christian education, to the advisability of placing their contributions with an institution of established character and permanent and extended field of usefulness. Every addition to its attractions makes preceding gifts more valuable, and the new contribution is in turn more useful because of the foundation laid by previous benefactions. There is no danger that, from insufficient support, the donation may fail to accomplish its beneficent purpose.

FORM OF LEGACY.—“I give and bequeath to The Trustees of Randolph-Macon College, at Ashland, Virginia, the sum of —— dollars, for the benefit of said Institution.”

Deeds of gift should be made to “The Trustees of Randolph-Macon College,” and attested as similar deeds of gift in other cases.

 Applications for rooms, or for further information with regard to the College, should be addressed to Capt. Richard Irby, Secretary and Treasurer, Ashland, Va.



## CALENDAR.

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### COMMENCEMENT EXERCISES, JUNE, 1902.

#### *Sunday, June 15.*

11 A. M., Annual baccalaureate sermon by Rev. J. W. Duffey,  
D. D., of Washington, D. C.

8 P. M., Sermon before Y. M. C. A. of the College.

#### *Tuesday, June 17.*

10 A. M., Meeting of Board of Trustees.

#### *Wednesday, June 18.*

11 A. M., Contest for Sutherlin Medal for Oratory.

8 P. M., Address before the Alumni Society by Hon. S. S. P.  
Patteson, of Richmond, Va.

#### *Thursday, June 19.*

Annual Commencement address by Rev. James Atkins, D. D.,  
of Nashville, Tenn.

Conferring degrees on graduates.

8 P. M., Celebration of the Washington and Franklin Liter-  
ary Societies.

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### THE ANNUAL DEBATES.

Friday, April 4, 1903, 8 P. M., Public debate of Washington  
Literary Society.

Friday, April 10, 1903, 8 P. M., Public debate of Franklin Liter-  
ary Society.

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### FOR SESSION OF 1902-1903.

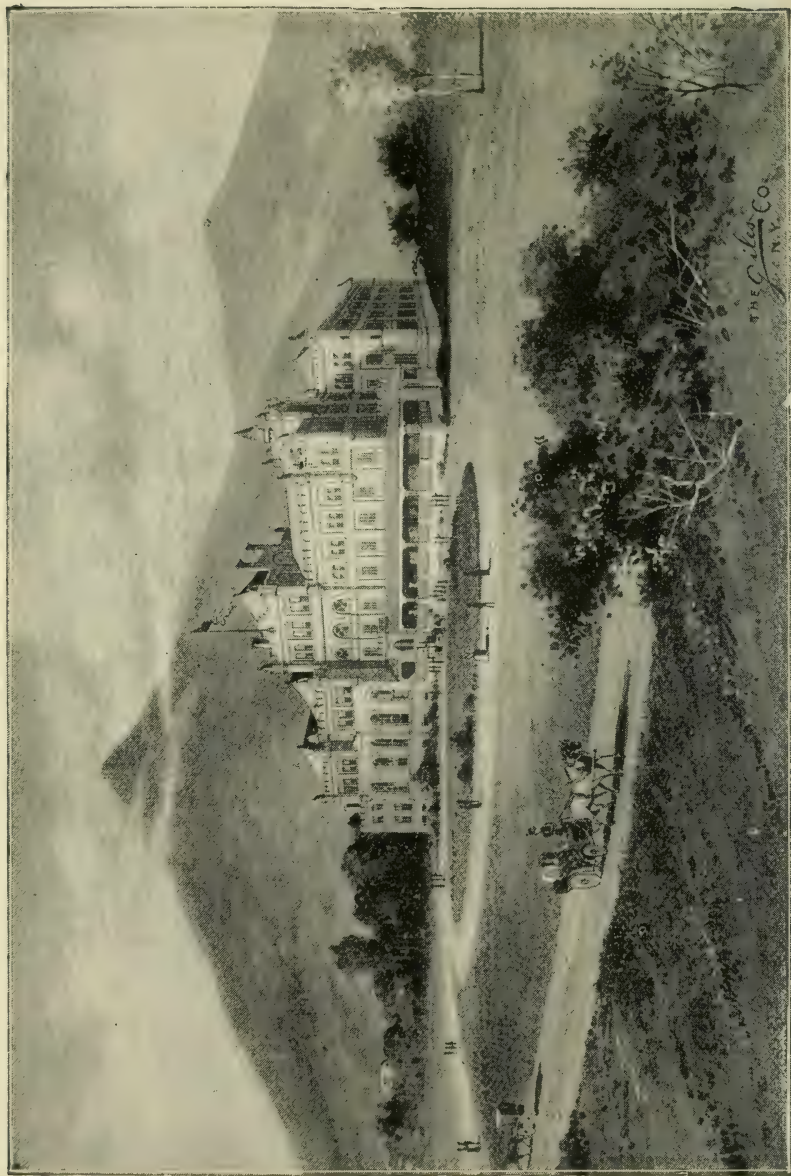
The session is divided into two terms, with no vacation between them.

Thursday, Sept. 18, 1902, first term begins.

Thursday, February 5, 1903, second term begins.

Thursday, June 18, 1903, session closes.





THE GILSON CO.  
N.Y.

RANDOLPH-MACON ACADEMY, BEDFORD CITY, VA.

CATALOGUE

OF

# Randolph-Macon Academy

BEDFORD CITY, VA.

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*TWELFTH SESSION.*

1901-1902.

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ANNOUNCEMENTS FOR

1902-1903.





## OFFICERS OF INSTRUCTION AND ADMINISTRATION.

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PRINCIPAL :

E. SUMTER SMITH (Grad. Univ. Va.).  
*Instructor in Modern Languages.*

INSTRUCTORS :

CHARLES GRAHAM EVANS, A. M.  
*Instructor in English.*

MARVIN EDWARD SMITHEY, A. M.  
*Instructor in Mathematics.*

KARL SIGISMUND BLACKWELL, A. M.  
*Instructor in History and Physiology.*

THOMAS MOODY CAMPBELL, A. M.  
*Instructor in Ancient Languages.*

LEONIDAS ARNOLD HADEN, A. M.  
*Instructor in Science.*

DIRECTOR PHYSICAL CULTURE :

C. G. EVANS.

BUSINESS MANAGER AND TREASURER :

J. GORDON SMITH.

RESIDENT PHYSICIAN :

T. P. WEST, M. D.

MATRON :

MRS. J. G. SMITH.

HOUSEKEEPER :

MRS. M. F. GOODMAN.

## MATRICULATES.

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STUDENT.	PARENT OR GUARDIAN.	STATE.
Allen, Joseph Tinsley.....	D. F. Allen.....	Virginia.
Banks, Robert Henry.....	J. W. Banks.....	Virginia.
Banks, Fitzhugh Lee.....	J. W. Banks.....	Virginia.
Blankenship, Robert Easley.....	Rev. R. B. Blankenship.....	Virginia.
Bradley, Edgar Lee.....	Mrs. M. B. White.....	Virginia.
Bruce, Harry Edwards.....	B. M. Bruce.....	Virginia.
Burkette, Robert Edward .....	Mrs. Bettie Burkette.....	Mississippi.
Burton, George Lewis.....	Rev. John M. Burton.....	Virginia.
Butler, William Flemming.....	A. St. C. Butler.....	Virginia.
Candler, Benjamin Thomas .....	Self.....	Virginia.
Carroll, Charles Wesley.....	Rev. John W. Carroll .....	Virginia.
Carroll, Andrew Newton.....	Rev. John W. Carroll .....	Virginia.
Compton, John Shirley.....	Mrs. E. J. Compton.....	Virginia.
Cook, Thomas Norwood.....	J. N. Cook.....	Virginia.
Crowder, Robert Thomas.....	Rev. W. R. Crowder.....	Virginia.
Dawley, George Washington.....	W. W. Dawley.....	Virginia.
Dawley, Benjamin Franklin.....	W. W. Dawley.....	Virginia.
Day, Henry Fenton.....	Dr. W. C. Day.....	Virginia.
Devany, Walter Leslie, Jr.....	Dr. W. L. Devany.....	Virginia.
Dickerson, Robert.....	Mrs. J. W. Dickerson.....	Virginia.
Douglas, John Lynch, Jr.....	J. L. Douglas.....	Virginia.
Duke, Samuel Page.....	Rev. T. P. Duke.....	Virginia.
Dunton, James Edward.....	W. T. Dunton.....	Virginia.
Early, James Banks.....	W. M. Early.....	Virginia.
Edwards, Robert Octavius.....	Paul Garrett.....	North Carolina.
Falwell, Burnell.....	C. M. Falwell.....	Virginia.
Fizer, John William.....	Mrs. S. J. Fizer.....	Virginia.
Flanagan, William Madison.....	Mrs. K. I. Flanagan.....	Virginia.
Flippen, Charles Boggs.....	T. J. Flippen.....	Virginia.
Garner, James Avent.....	R. B. Garner .....	North Carolina.
Gay, Osie Hurley.....	John L. Gay.....	Virginia.
Gills, William Lee.....	L. R. Gills.....	Virginia.
Grandy, John Walton... ..	J. P. Grandy.....	Virginia.
Grizzard, James Alexander .....	Geo. D. Grizzard.....	Virginia.
Haden, Charles Watts.....	L. C. Haden.....	Virginia.
Harrell, Charles Lydon.....	E. E. Harrell.....	North Carolina.
Harrell, Bryant Eugene.....	Rev. E. E. Harrell.....	Virginia.
Haskins, Thomas Hendrick.....	C. Haskins.....	Virginia.
Hawkins, Norment Doniphan, Jr..	N. D. Hawkins.....	Virginia.
Haynie, Luther Mills.....	Mrs. S. P. Haynie.....	Virginia.
Herndon, John Magnus.....	R. H. Herndon.....	Virginia.

STUDENT.	PARENT OR GUARDIAN.	STATE.
Hines, Russell Horace.....	A. H. Hines.....	Virginia.
Hodsden, Robert Edmund.....	R. B. Hodsden.....	Virginia.
Irby, Frank Hyman.....	W. C. Irby.....	Virginia.
James, Maurice Clayton.....	J. C. James.....	West Virginia.
James, John Cleveland.....	Mrs. A. B. James.....	Virginia.
Jarratt, Robert Braxton.....	John B. Jarratt.....	Virginia.
Johnson, Joseph Spurgeon.....	Mrs. S. E. Johnson.....	Alabama.
Jordan, Arthur Melville.....	Mrs. M. F. Goodman.....	Virginia.
Loving, Wesley Howell.....	W. L. Loving.....	Virginia.
Mason, Eddie Scott.....	J. R. Mason.....	Virginia.
Mathews, Alva Adair.....	Hon. S. W. Mathews.....	Virginia.
Maynard, Powell Clemens.....	W. E. Maynard.....	Texas.
Moore, James Thomas.....	C. T. Moore.....	Virginia.
Moorman, Warren Lodovick.....	Dr. J. A. Moorman.....	Virginia.
Moorman, John Hope.....	Dr. J. A. Moorman.....	Virginia.
Musgrave, George Harrison.....	R. N. Musgrave.....	Virginia.
Musgrave, Richard Norfleet, Jr.....	R. N. Musgrave.....	Virginia.
Nash, James Henry, Jr.....	J. H. Nash.....	West Virginia.
Nicholson, John Benjamin.....	T. F. Nicholson.....	Virginia.
Nock, Howard Littleton.....	W. L. Nock.....	Virginia.
Norman, Lyman Elias.....	W. W. Norman.....	Missouri.
Oglesby, Albert Mangum.....	Rev. J. A. Oglesby.....	North Carolina.
Person, Walter Carroll.....	J. R. Person.....	Virginia.
Phares, Kirtley Johnson.....	Byron Blakemore.....	Virginia.
Reed, Walter Pierce.....	Rev. J. C. Reed.....	Virginia.
Robinson, Hugh McGavock.....	Mrs. M. L. Boxley.....	Virginia.
Rogers, James Samuel.....	John T. Rogers.....	Virginia.
Rothschild, Marcus Adolphus.....	M. H. Rothschild.....	Mississippi.
Rowe, John Thomas.....	J. W. Rowe.....	Virginia.
Samuels, Joseph Malcolm.....	G. W. Shuler.....	Virginia.
Saunders, William Newbill.....	J. H. Saunders.....	Virginia.
Saunders, Thomas Brady.....	D. T. Saunders.....	Virginia.
Sawyer, Cliff L.....	J. L. Sawyer.....	North Carolina.
Scott, Ernest Wingfield.....	W. L. Scott.....	Virginia.
Scott, Richard Sellman.....	Rev. R. B. Scott.....	Virginia.
Shafer, Leon Hopkins.....	D. E. Shafer.....	Virginia.
Shelton, Harvey Winston.....	J. R. Shelton.....	West Virginia.
Shenton, Howard Vernon.....	Mrs. M. N. Shenton.....	Maryland.
Smith, Lawrence Amiss.....	Self.....	Maryland.
Spain, John Butler.....	R. T. Spain.....	Virginia.
Stephenson, Henry Augustus.....	R. H. Stephenson.....	Virginia.
Stuart, Richard Henry.....	Dr. R. H. Stuart.....	Virginia.
Stuart, Frank Smalley.....	Dr. R. H. Stuart.....	Virginia.
Sudduth, Edwin Winston.....	J. M. Sudduth.....	Virginia.
Thornton, Vaiden Aubrey.....	W. E. M. Thornton.....	Virginia.
Tilghman, William Bell, Jr.....	Wm. B. Tilghman.....	Maryland.
Turner, John Summerville, Jr.....	J. S. Turner.....	Mississippi.



STUDENT.	PARENT OR GUARDIAN.	STATE.
Turner, Thomas Randolph.....	Dr. W. D. Turner.....	Virginia.
Turner, William Clarence.....	Rev. C. W. Turner.....	Virginia.
Walsh, Robert E. Lee.....	J. F. Walsh.....	South Carolina.
Ware, George Guy, Jr.....	G. G. Ware.....	Virginia.
Warriner, William Royall.....	Dr. W. T. Warriner.....	Virginia.
White, Charles Mason, Jr.....	Hon. C. M. White.....	Virginia.
Wildman, Hugh David .....	G. D. Wildman.....	Virginia.
Wildman, Eugene Legrange.....	G. D. Wildman.....	Virginia.
Wilson, Richard Blair.....	Hon. C. E. Wilson.. ..	Virginia.
Woodard, James Dudley.....	J. J. Woodard.....	Virginia.
Wray, George William.....	Rev. G. W. Wray.....	Virginia.

## HONORS.

### ROLLS OF HONOR, JUNE, 1901.

FOR CONDUCT.—The following students of the session of 1900–1901, having given no occasion for criticism of their moral conduct, and having received no demerits for tardiness, idleness or disorder during the entire session, are entered upon the records of the Academy as constituting the Roll of Honor for Conduct for that session :

Bell,	Hodsden,	Nicholson,
Bondurant,	Homes,	Person,
Cuthriell,	Hudson,	Ramsey,
Dulaney,	James,	Saunders,
Edwards, W.,	Jarratt,	Scott, E. W.
Fizer,	Jordan,	Scott, S.,
Flanagan, L.,	Kibler,	Shenton,
Gills,	Kibler,	Turner, H. G.,
Gove,	Mears,	Turner, J. H.,
Hargrave,	Moorman,	Warrington,
Harrell, L.,	Musgrave,	Woodard.

FOR STUDY.—The following students of the session of 1900–1901 completed all the work assigned them for the year, *with distinction in each class*, and are entered on the records of the Academy as constituting the Roll of Honor for Study for that session :

Bell,	Hargrave,	Kibler,
Bondurant,	Harkins,	Moorman,
Dulaney,	Hodsden,	Nicholson,
Edwards, W.,	Homes,	Ramsey,
Fizer,	Hudson,	Rogers,
Flanagan, L.,	James,	Scott, E. W.,
Gills,	Jordan,	Scott, S.,
Gove,	Kibler,	Toomer.

SPECIAL SUCCESS.—The following students of the session of 1900–1901 having passed all their examinations with an average mark of ninety-five per cent. or over, are deserving of special mention :

Gove,	Hargrave,	Homes,
Kibler,	Nicholson,	Toomer.

### MEDALISTS, JUNE, 1901.

#### MEDAL FOR BEST ALL-ROUND ATHLETE.

James Henry Turner.....Mississippi

#### BRADBURY SENIOR SCHOLARSHIP MEDAL.

Samuel Millman Gove.....New York

#### PRINCIPAL'S JUNIOR SCHOLARSHIP MEDAL.

John Benjamin Nicholson.....Virginia

## ANNOUNCEMENTS.

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### GENERAL INFORMATION.

This institution is the product of an effort at a distinct advance in educational enterprise in the South.

**The Field.** It is distinctively an Academy, with no ambition to be a college in name, or to do college work in fact, but, choosing the field between the preparatory home school and the real college course, it purposes to prepare youths for college or university, under the most wholesome moral influences.

In view of the fact, however, that a majority cannot, or will not, prosecute their education to a college degree, and that their entire educational preparation for life will be completed at the Academy, there have been added to those studies strictly required for satisfactory entrance at college such extensions or practical application of the previous work as are deemed best adapted to complete their equipment for business life.

**The Purpose.** Believing this to be a most important work, and worthy of as much care and effort as that of a college or university, the projectors of the Randolph-Macon Academy determined to plan an institution to do it as perfectly as human fallibility would allow. The question of expense was not allowed to thwart their purpose. The garment was not to be "cut according to the cloth," but cloth was to be procured sufficient to make the desired garment. An Academy was to be built which would lack nothing that seemed important for the work proposed. They undertook to find, not merely a good site, but the best that patient study of desirable locations in Virginia should disclose; to secure not merely a good plan, but the best the architectural talent of the United States could furnish; to have the buildings erected in the best possible manner; to arrange a plan of instruction and administration thoroughly adequate to the end proposed; and to provide, with all the resources in their power, the best corps of instructors to carry out their purpose of making ideal schools.



STUDY HALL, RANDOLPH-MACON ACADEMY





**Location.** The Academy is situated in that favored section of Piedmont Virginia, on the Norfolk & Western Railroad, midway between Lynchburg and Roanoke, and within half a mile of the Post Office, Telegraph Office, and business houses of Bedford City; four daily passenger trains stop at the new depot adjoining the Academy grounds. Close connections are made with the Southern, Chesapeake & Ohio, and other systems. The grounds comprise thirty acres, ascending from the railroad to a commanding crest, upon which the buildings are located. On all sides a panorama of beauty spreads out before the eye, dominated by the majestic Peaks of Otter, nine miles distant. From the celebrated Peak's Spring, high up on its sides, pipes convey that pure and delightful water to each floor of the Academy building.

**The Buildings.** The attractiveness of the buildings, upon which \$80,000 has been expended, is not exaggerated by the illustrations. "Beyond the representation on paper" is the report of a visitor, and this echoes the general opinion of those who have inspected them. "One of the handsomest and most complete in the country;" "A more complete and beautiful building I have never seen;" "A perfect gem;" "The most perfect school buildings we have ever seen;" "The most thoroughly equipped and most modern academy building, to our knowledge, in the United States," are quotations taken almost at random from accounts written by correspondents for the press as they have visited the institution.

**Special Features.** 1. THE STUDY HALL, 60x65 feet, 22-foot pitch, with 250 single desks. Here all recitations are prepared. A teacher presides to preserve order and assist students in this preparation, during which no classes are heard in the room. From this hall doors lead to eight adjacent recitation-rooms.

2. THE LARGE SEMI-BASEMENT ROOM beneath the Study Hall, 60x65 feet, was designed simply as a great play room, for healthful sports in rainy, muddy, wintry weather.

3. THE PHYSICAL CULTURE WING is a building 40x80 feet, containing a Gymnasium, with "Sargent" apparatus, bath-room, with hot and cold water, lockers, etc., all in charge of a specially-trained director, who conducts the exercises on scientific principles to develop the body of the student and to give it robustness, symmetry and grace.

4. THE WATER ARRANGEMENTS supply hot and cold water throughout the buildings; fire plugs and hose reach every room on each floor.

5. THE HEATING is done by steam, and fresh warm air is driven by fans through the house, ventilating as well as heating, by the system adopted for the United States Capitol at Washington, and considered the best known to our times.

6. THERE IS NO NEED OF AN OIL LAMP IN THE HOUSE. More than three hundred Edison incandescent electric lights illuminate the building from basement to garret. This light is steady and uniform, and has been found by actual test to be an excellent one for students. The fact that there will be no smoking wicks nor dingy chimneys to strain the pupil's eyesight, nor exploding lamps to endanger his life, is of great interest to parents. There is no need of kerosene or match in the buildings.

7. THE DORMITORIES are high-pitched, airy rooms, each with windows opening, without exception, to the outside air and sunlight. Only two students occupy a room, and each has his separate bed. Special infirmary rooms are provided. Each student-room is furnished with a nice oak set—two single bedsteads, beds and pillows, a bureau, washstand and chair. Pupils furnish their own blankets, sheets, pillow cases and towels.

8. THE DINING HALL is 40x60 feet, with pantries and store-rooms adjoining, and the kitchen is fitted with the best "French" range. Special effort is made to have the fare abundant, wholesome, sufficiently varied, properly cooked and nicely served.

9. THE YOUNG MEN'S CHRISTIAN ASSOCIATION HALL is one of the largest and handsomest rooms in the building. Prominence is given this most valuable organization in the school work.

10. THE PARLOR, RECEPTION AND READING ROOMS, on the first floor, sufficient to hold all the students at once, show that their social life is not neglected.

A correspondent of a Knoxville (Tenn.) paper writes of the building: "It would be difficult to find or even imagine a more charming site for an institution, and hard to point out any defect in the plan and appointments of the edifice."

Plan. Two important special features of this school are:

1. *Large classes are divided and heard in sections of not more than fifteen pupils.*

2. *An extra teacher presides in the Study Hall, to preserve order and assist students in the preparation of their lessons.*

The division of classes into sections (requiring more teachers) and the employment of additional teachers for the supervision of the Study Hall add to the cost of conducting our school, but are necessary to the best results.

**Principles of Government.** Without firm discipline, based on strong and clear convictions of right, and administered in the spirit of kindly sympathy, no boarding school deserves to succeed. The rules of Randolph-Macon Academy are few, and only such as are necessary to the well-being and the success of the student. They are enforced with impartial certainty.

**Conscience and Honor Cultivated.** Formal rules are not relied upon for the regulation of moral conduct. Reverence for God and trust in Him are presented as the foundations of character, and the day's work is begun and ended with worship, which all attend. In morals the broad, general principle that every student is to be a young gentleman of honor, truthfulness and absolute honesty, is insisted upon. To develop and foster this spirit among the students, to make the moral atmosphere not only wholesome but invigorating and uplifting, is the first and greatest aim of the Principal and his associates.

**The Persistently Idle or Vicious Excluded.** If any pupils are found to be obstacles to this result, earnest efforts will be directed to their reformation, but will not be long continued if satisfactory results do not show themselves. The contamination of many will not long be risked for the sake of one, and a vicious or idle pupil who cannot be moved to honest effort at self-improvement in a few weeks after his entrance, will be returned to his home, where his influence may be less injurious. Brilliant success is not demanded of pupils, but honest effort is insisted upon.

Lest anyone should be overlooked, each teacher has special oversight of a portion of the pupils, and is responsible for their diligence in study and propriety of conduct.

**Minor Rules of Order.** Under the general principles outlined above, such specific regulations as may be necessary to good order and good work are prescribed, and kind but effective measures are taken to secure obedience. Boys are not allowed to frequent the town at will, nor to be out of the house at night. Demerits are given and penalties exacted for lack of punctuality and for disorder. Offenses against morals are put upon a different basis.



Honor and truth are held sacred, and constantly magnified in the management of the school.

The proper object of disciplinary regulations in schools is not simply nor chiefly the preservation of order, but the formation of correct habits and the establishment in the student's heart of right principles of action. *Character* is the chief product of education.

**Rolls of Honor.**

Students conforming to all the rules of conduct and order are entered on the Academy Records, and are honored in reports and by other marks of approbation and confidence. Those whose diligence in study enables them to reach a high grade of scholarship are similarly recorded on the Roll of Honor for Study.

**Don't.** Parents are requested not to supply students with excessive amounts of pocket money. A small regular monthly allowance is helpful; an unlimited supply is ruinous. The sending of boxes with rich food, sweets, etc., should be confined to rare occasions. The ensuing frolic is generally at the expense of health and of progress in study.

Don't communicate with the principal through your sons. Write to him directly.

Don't allow your sons to exceed the time allowed for holiday at Christmas. It works irritating disorganization and puts your boy in a wrong position.

**Reports.** Reports of the conduct and progress of students are sent to their parents or guardians each five weeks of the session.

*Students are required to attend on Sunday morning the church preferred by their parents.*

*Cigarette smoking is not allowed.*

**Societies.** Literary Societies organized among the students offer incentives and present opportunities for the acquirement of skill in public speaking. Medals and public honors are awarded by them on the public day at the close of the session.

A branch of the College Young Men's Christian Association has been organized and successfully conducted by the students. Regular weekly meetings are held in its commodious room.

**Athletics.** Besides the large and well-equipped gymnasium and wet-weather play-room, ball-grounds and tennis-courts offer full vent for youthful spirits and vigor. The exercises of "Field Day" are enjoyed by great crowds, and the exploits of the competing athletes

are remembered by students with the admiration which always attaches to manly force and skill. For voluminous information on these subjects, address any student.

**Officers and Teachers.** So important a work and so expensive a plant are not to be entrusted to incompetent or inexperienced hands. It has been the policy of the school to secure the best teachers, to pay them adequate salaries, and to reward increased efficiency by increased compensation.

It is expected of these teachers that they shall, by precept and example, maintain a high standard of honor and integrity of conduct, of systematic diligence in study and of conscientious performance of duties. The formation of a noble character is to be kept ever before them as the object of school discipline and the best reward of their labors. They must keep in close contact and sympathy with their students.

**Doctor and Matron.** Believing that careful skilled supervision of sanitary arrangements and daily medical attention will be greatly conducive to the health of students, we have elected a physician of repute and experience to take charge of these matters. He is present every morning to be consulted by any student who may be indisposed, to attend all cases of sickness in the Academy, and to supervise the sanitary arrangements of the institution. This medical attendance, which costs each student but \$2.50 per term, diminishes the apprehensions of parents and teachers, and either prevents serious sickness or limits the expense of it to \$5.00 a year.

The matron gives careful attention to all the needs of the boys, provides delicate food in cases of sickness, sees that the rooms are kept clean and well ventilated, looks after clothing, etc. The ladies of the house strive to make the Academy home-like in every way, and add much to the culture, refinement and happiness of our school life.

## COURSE OF INSTRUCTION.

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This was fixed originally, after the most careful consideration, by the faculty of Randolph-Macon College, assisted by the practical suggestions of able and experienced teachers of preparatory schools. It has since been carefully revised, and has received such improvements from time to time as further experience has suggested. The suggestions of the "Committee of Ten" are given due consideration and weight.

The course embraces:

1. PRIMARY STUDIES.—Reading, Writing, Spelling, Geography, English Grammar.
2. HISTORY.—United States, England, France, Greece, Rome, Bible History.
3. LANGUAGES.—English, Latin, Greek, French, German (preparatory to college classes).
4. MATHEMATICS.—Arithmetic, Algebra, Geometry, Practical Surveying, Trigonometry.
5. SCIENCE.—Physical Geography and elementary courses in Natural History, Physiology, Physics, Chemistry.
6. PHYSICAL CULTURE.—Sargent System: Gymnastic Apparatus and Drills.

These subjects are distributed over a period of five years, the classes in succession being known as First Form, Second Form, etc. The student completing the Fourth Form work is prepared to enter college. Special reasons may prevent that or may make it desirable for him to remain longer at the Academy. For such the Fifth Form offers a concluding course. Students are assigned after conference to the forms for which they are prepared, and may take parts of different forms when unequal preparation calls for it. Many enter as high as the Third Form, but all who thus apply for advanced work must be prepared to show a sound knowledge of the subjects taught in the preceding forms.

The work by classes and by courses is given below.

# I. CLASSES AND TEXT-BOOKS.

FIRST FORM.—*Orthography*: Gilbert's School Studies in Words. *Penmanship*: Lessons by Instructor. *English*: Abbott's Parts of Speech, McGuffey's Fourth Reader and Selected Classics, Composition. *Mathematics*: Wells' Academic Arithmetic. *Geography*: Maury's Manual. *History*: Eggleston's United States History. *Science*: Bert's First Lessons in Science. *Physical Culture*: Gymnasium and Drill.

SECOND FORM.—*Orthography*: Gilbert's School Studies in Words. *Penmanship*: Lessons by Instructor. *English*: Reed and Kellogg's Higher Lessons in English, Selected Reading, Composition. *Mathematics*: Wells' Academic Arithmetic. *History*: Montgomery's England, Montgomery's France. *Science*: Maury's Physical Geography, Martin's Briefer Course in Physiology. *Latin*: Bingham's Grammar, Viri Romæ. *Physical Culture*: Gymnasium and Drill.

THIRD FORM.—*Orthography*: Gilbert's Graded Test-Speller. *Penmanship*: Lessons by Instructor. *English*: Genung's Outlines of Rhetoric, Buehler's Exercises, Select Readings. *Mathematics*: Wentworth's Higher Algebra. *History*: Fyffe's History of Greece, Creighton's Rome. *Science*: Gage's Physics. *Latin*: Bingham's Grammar, Viri Romæ, Cæsar, Exercises. *Physical Culture*: Gymnasium and Drill.

FOURTH FORM.—*Etymology*: Swinton's Word Analysis. *Penmanship*: Lessons by Instructor. *English*: Genung's Complete Rhetoric, Genung's Rhetorical Analysis, Strang's Exercises, Pancoast's Literature, Selected Classics. *Mathematics*: Wells' Geometry, Wentworth's Algebra. *History*: Myer's General History. *Science*: Remsen's Chemistry. *Latin*: Cæsar, Cicero's Orations, Bingham's Grammar, Exercises. *Greek* (optional): Harkness' First Greek Book, Anabasis. Calvert's School Readings in Greek. *German*: Whitney's German Grammar, Whitney's German Reader. *French*: Otto's Grammar, Joynes' French Reader. *Physical Culture*: Gymnasium and Drill.

FIFTH FORM.—*English*: Genung's Complete Rhetoric, Genung's Rhetorical Analysis, three plays of Shakespeare. *German*: Whitney's Grammar, Whitney's Reader. *French*: Otto's Grammar, Selections from Scribe, Racine, Molière, Corneille. *Latin*: Cicero's Orations, Vergil's Æneid, Gildersleeve's Latin Grammar, Exercises.



*Mathematics* : Crittenden's Commercial Arithmetic, Wentworth's Algebra, Wells' Solid Geometry, Peck's Determinants, Murray's Plane Trigonometry. *Surveying*, with use of instruments. *Political Economy* : Walker's Elementary Course. *Governmental Science and Business Usages* : Young's Government Class Book. *Review* of subjects in other forms in which the student is deficient or desires to attain special proficiency.

It should be stated that the text-books named in the above are subject to change should the teachers in charge find better ones before the opening of the session. They are given only to indicate more clearly the character of the work required in each form.

## II. OUTLINE OF COURSES.

### I. ORTHOGRAPHY.

There are five classes in Orthography. Each class recites five times a week. The course is begun with the simplest words in the language. Careful attention is given to pronunciation and to definition. In the third year the more difficult words are studied, and in the fourth and fifth a careful study of words derived from Latin, Greek and Anglo-Saxon completes the course.

TEXT-BOOKS—First and Second Years : Gilbert's "School Studies in Words." Third Year : Gilbert's "Graded Test Speller."

Fourth and Fifth Years : Swinton's "Word Analysis," and Webster's or Worcester's Academic Dictionary.

### II. READING AND GEOGRAPHY.

Reading and Geography are completed in one year.

TEXT-BOOKS—Reading : McGuffey's Fourth and Fifth Readers and Selected Classics.

Geography : Maury's Manual.

### III. PENMANSHIP.

Lessons in Penmanship are given by an instructor. The principles are studied, and every student is required to copy daily from assigned exercises. As an encouragement to diligence, the students are given the privilege of exemption from practice as soon as they acquire a fixed legible style, satisfactory to the instructor.

### IV. ENGLISH.

Randolph-Macon College was the pioneer of the advanced study of English in the South. The same rigid work in preparatory studies

formerly done at the College is required at the Academics. There are four classes. Each recites five times a week.

**FIRST YEAR.**—Students are started in the Parts of Speech, and, during the entire year, are taught “old-fashioned” parsing. They are required to write weekly exercises, and to read several English Classics as parallel, such as Robinson Crusoe (DeFoe) and “Legend of Sleepy Hollow” (Irving).

TEXT-BOOK—Abbott’s “Parts of Speech.”

**SECOND YEAR.**—Having completed satisfactorily the work of the first year, students take up the study of Analysis. Constant practice in diagramming is required, and the leading principles of Syntax are mastered. Letter writing and work in original composition receive careful attention, and each student has to write at least one exercise a week. These exercises are corrected, returned and discussed before the class. Parallel reading will be such as “Roger de Coverley” (Addison), Franklin’s Autobiography, and “The House of Seven Gables” (Hawthorne).

TEXT-BOOKS—Reed and Kellogg’s “Higher Lessons in English.”

**THIRD YEAR.**—Students continue the study of Analysis, taking up the more difficult constructions. Careful attention is given to the study of the Participle, of the Infinitive, and of Elliptical Constructions. Selections from the prose of Addison, Macaulay, Scott, and Dickens, and from the poetry of Longfellow and Byron, are assigned for written analysis.

Rhetoric is begun, and the principles studied are applied in frequent written exercises. Parallel reading will be such as “Silas Marner” (Eliot), “Ivanhoe” (Scott), “David Copperfield” (Dickens), “Vicar of Wakefield” (Goldsmith), and “Ancient Mariner” (Coleridge).

TEXT-BOOKS—Genung’s Outlines of Rhetoric ; Buehler’s Practical Examples in English.

**FOURTH YEAR.**—Students complete the work of Analysis, analyzing extracts from Shakespeare and other dialogues. Rhetoric is continued, and Shakespeare’s plays and English Literature are taken up. Each student is required to write an essay of five pages each month of the first term. The second term is devoted to practical work in Composition, and careful attention is given to the development of style. The parallel reading will be “Adam Bede” (Eliot), “Merchant of Venice” (Shakespeare), “Last of the Mohicans” (Cooper), “The Princess” (Tennyson), and “Vision of Sir Launfal” (Lowell).

For study in class: "Macbeth" (Shakespeare), Milton's "Minor Poems," "Speech on Conciliation with America" (Burke), "Essays on Addison and Milton" (Macaulay).

TEXT-BOOKS—Genung's Rhetoric, Genung's Rhetorical Analysis; Strang's English Exercises; Pancoast's Introduction to Literature (English and American).

## V. LATIN.

This is regarded as a foundation study for mental discipline, and is most carefully taught. In the lower classes there is constant drill in forms, and frequent written exercises are prescribed. As the students advance, they are drilled in Syntax and in analysis of texts read. There are four classes. Each recites five times a week.

FIRST YEAR.—Thorough study of Forms and Reading.

TEXT-BOOKS—Bingham's Grammar to Syntax; Viri Romæ.

SECOND YEAR.—Review of Forms, Syntax to Subordinate Sentences, reading and exercises.

TEXT-BOOKS—Bingham's Grammar; Viri Romæ; Cæsar.

THIRD YEAR.—Review of previous work, Syntax completed, reading and exercises.

TEXT-BOOKS—Bingham's Grammar; Cæsar's Gallic War, and Cicero's Orations.

FOURTH YEAR.—Syntax reviewed, reading and exercises.

TEXT-BOOKS—Gildersleeve's Grammar, Gildersleeve's Exercise Book, Cicero's Orations (completed), Virgil's *Æneid*, White's English-Latin Dictionary.

## VI. GREEK.

Greek is taught but one year. Thorough drill is given in forms. The principles of accent and of contraction, and a general course in Syntax, are carefully taught. About one hundred and fifty pages of Greek, and English translations of the *Iliad* and the *Odyssey* are read. An essay of eight pages on the *Iliad* is required.

TEXT-BOOKS—Harkness' First Greek Book; Fables; Calvert's Readings in New Testament; Anabasis.

## VII. GERMAN.

There are two classes in German. Each class meets five times a week.

FIRST YEAR.—The forms are mastered and the elements of Syntax are studied and applied in semi-weekly exercises. Reading is begun after the twentieth lesson in the Grammar.

TEXT-BOOKS—Whitney's Grammar; Whitney's Reader; German History; "Life Among Germans."

SECOND YEAR.—Syntax is studied in detail, and exercises are written twice a week. Reading is continued. In the second term special attention is given to the history and to the etymology of the language.

TEXT-BOOKS—Whitney's Grammar; Goethe's "Herman und Dorothea"; Schiller's "Jungfrau von Orleans"; Heyse's "Die Einsamen," and "Anfang und Ende"; Goethe's "Faust."

## VIII. FRENCH.

There are two classes in French. Each class meets five times a week.

FIRST YEAR.—Forms are mastered and Syntax is studied to the Pronoun. Special attention is given to pronunciation and to translation by ear. Exercises are written twice a week, and selections from various authors are read.

TEXT-BOOKS—Otto's French Grammar; Joynes-Otto's French Reader.

SECOND YEAR.—Grammar is completed. Exercises twice a week. Four plays in prose (selected from the writings of Scribe, Girardin, Labiche, and Martin), "Athalie" (Racine), "Le Cid" (Corneille), and "Le Misanthrope" (Molière), are read. In the second term, outlines of the history and the literature of the language are given. Special attention is given to reading and writing French at sight and to translating by ear.

TEXT-BOOKS—Otto's Grammar; Bocher's "Series of Plays," No. 1; Joynes' "Select Classic Plays."

## IX. MATHEMATICS.

This is a foundation study peculiarly suited to develop the reasoning faculties, and most careful attention is given to this subject in all the branches taught. The most thorough work is required in each lower class, as the condition of entrance into a higher. Original work is required both in class and in examinations. There are five classes. Each recites five times a week.

FIRST YEAR.—Wells' Arithmetic.

SECOND YEAR.—Wells' Arithmetic (completed).

THIRD YEAR.—Wentworth's Higher Algebra.

FOURTH YEAR.—Wells' Plane Geometry; Wentworth's Higher Algebra.

FIFTH YEAR.—Wentworth's Algebra (completing Series, Permutations, Combinations, Probability, and solution of Higher Equations),



Trigonometry, Wells' Solid Geometry, Surveying (Lectures), Crittenden's Commercial Arithmetic (special).

### X. SCIENCE.

To develop habits of observation, a liberal course in Science is given; and, as far as possible, laboratory work is required in the more advanced classes. There are five classes. Each recites five times a week.

FIRST YEAR.—Bert's First Lessons in Science.

SECOND YEAR.—First Term: Maury's Physical Geography. Second Term: Martin's Physiology (Briefer Course).

THIRD YEAR.—First and Second Terms: Gage's Introduction to Physics.

FOURTH YEAR.—First Term: Remsen's Chemistry. Second Term: Remsen's Chemical Analysis, Laboratory Work.

FIFTH YEAR.—First Term: Young's Government Class Book. Second Term: Walker's Elementary Political Economy.

### XI. HISTORY.

There are four classes in History. Each recites five times a week. In the more advanced classes, special attention is given to the philosophy of history, and effort is made to develop in students the habit of seeking the cause of events in one age in the events of preceding ages.

TEXT-BOOKS—First year: first term, Eggleston's History of the United States; second term, Magill's History of Virginia. Second year: first term, Montgomery's History of England; second term, Montgomery's History of France. Third year: first term, Fyffe's Greece; second term, Creighton's Rome. Fourth year: Myers' General History.

### XII. PHYSICAL CULTURE.

Every student, unless prohibited by the resident physician, must take the course of physical culture, under the director, in the gymnasium as long as he remains in school. These exercises are deemed necessary for his development, and hence are provided. The gymnasium is fully equipped with all necessary apparatus, and a competent instructor directs the exercises. Out-door sports are encouraged as sports, not as spectacles, and are under the supervision of the director of the gymnasium.


## FINANCIAL.

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It will naturally be expected that such unusual advantages will be very costly. Owing, however, to the fact that the buildings have been largely free contributions, that there are no rents, taxes or dividends to be paid, they are offered at about the usual prices of boarding schools in Virginia.

### EXPENSES.

For matriculation, board, tuition, light and fuel, for half-session. . . . .	\$103 75
For medical attention, physical culture and use of gymnasium. . . . .	5 00
For washing, half-session. . . . .	6 25
<hr/>	
Total expenses for half-session. . . . .	\$115 00

 Students for the ministry of any evangelical church, and sons of ministers of conferences contributing to the funds of Randolph-Macon, pay \$77.50 per half-session. All fees payable in advance.

The proportionate part of board paid will be refunded when students leave through necessity, or at our instance.


Should a student leave without good cause, the Academy reserves the right to refuse any reimbursement of fees.

Our aim is not to make money, but to establish a great school, and to do the greatest possible good to the largest possible number. We hope to see many benevolences in the form of free scholarships, free libraries, and endowed aids of all sorts gather around the Academy to multiply its advantages and place them within the reach of all. We shall be glad to become the dispenser of the benefactions of such friends of education as appreciate our enterprise.

BOOKS AND STATIONERY will be furnished at the Academy at publishers' prices. For these it is well to make a deposit of \$10 upon entrance. This is held subject to the student's order. To reduce this expense as much as possible, the student should bring with him all the books he may have which are likely to be of use.

CLOTHING, ETC.—Ordinary school clothing should be warm, strong and inexpensive. Gymnastic suits for exercise will be bought for students at wholesale cost by the director of the Physical Culture

Department. *No Clothing will be received for the weekly wash which is not plainly marked with the owner's name.*

 Each student occupies a bed to himself, and should bring with him two pairs of sheets, blankets and bedspread of suitable size for a single bed; also one pair of pillowslips, towels and a clothes-bag.

These articles can be purchased after arrival at the Academy if desired.

The Principal will take pleasure in answering questions not fully met by the foregoing statements.

## CALENDAR.

### COMMENCEMENT EXERCISES, 1902.

Sunday, June 8, Baccalaureate Sermon by Rev. C. M. Hawkins,  
D. D.

Thursday, June 12, Annual Address by Prof. W. R. Abbot.

### SESSION 1902-1903.

Tuesday, September 16, 1902, session begins.

Saturday, January 31, first term ends.

Wednesday, June 10, 1903, school closes.

### HOLIDAYS.

1. Thanksgiving Day.
2. One day at Easter.
3. Field Day.
4. Christmas, from December 20 to January 4, inclusive.







RANDOLPH-MACON WOMAN'S COLLEGE  
FRONT VIEW

CATALOGUE

OF

Randolph-Macon Woman's College

LYNCHBURG, VIRGINIA.

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*NINTH SESSION.*

1901-1902.

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ANNOUNCEMENTS FOR

1902-1903.

OFFICERS  
OF THE  
ALUMNÆ ASSOCIATION.

---

<i>President</i> . . . . .	ALICE NORCROSS LITTLETON, A. M.
<i>Vice-President</i> . . . . .	MARTHA J. ALLEN, A. M.
<i>Corresponding Secretary</i> . . . . .	DAISY VIRGINIA BELL, A. B.
<i>Recording Secretary</i> . . . . .	MAY S. MAGRUDER, A. B.
<i>Treasurer</i> . . . . .	HELEN JAMIESON HOMES, A. B.

## OFFICERS OF INSTRUCTION AND ADMINISTRATION.

---

WILLIAM W. SMITH, A. M., LL. D.,  
*President.*

---

### I. LITERARY DEPARTMENT.

R. H. SHARP, JR., M. A.,  
*Professor of Ancient Languages.*

JOSEPH L. ARMSTRONG, A. M.,  
*Professor of English.*

F. W. MARTIN, M. S., PH. D.,  
*Professor of Chemistry and Geology.*

\* MISS CELESTIA S. PARRISH, PH. B.,  
*Professor of Philosophy and Pedagogy.*

JOSEPH H. RIDDICK, JR., A. B.,  
*Adjunct Professor of Physics and Biology.*

MRS. MARY J. T. SAUNDERS,  
*Professor of French and German.*

JOHN H. LATANÉ, PH. D.,  
*Professor of History and Economics.*

NATHAN A. PATTILLO, PH. D.,  
*Professor of Mathematics.*

† WILMOT B. LANE, A. M., PH. D.,  
*Professor of Philosophy and Pedagogy.*

MISS LAURA W. BALLOU,  
*Instructor in Elocution.*

MISS HELEN A. DULIN,  
*Instructor in Mathematics and Latin.*

MISS ADDIE TAYLOR,  
*Instructor in English.*

MISS ROSE PAGE,  
*Instructor in French.*

MISS ALLA WEBB, A. B.,  
*Instructor in Greek and Latin.*

MISS META GLASS,  
*Instructor in German.*

MISS MATTIE H. CRAIGHILL,  
*Instructor in Philosophy and Pedagogy.*

---

\* To Feb. 1st, 1902.

† From Feb. 1st, 1902.



MISS JANET W. SNEAD,  
*Assistant in Psychological Laboratory.*  
 MISS MARTHA F. WOODROOF,  
*Assistant in Latin.*

---

## II. MUSIC, ART AND PHYSICAL CULTURE.

JOHN H. DAVIS,  
*Professor of Piano and Theory.*  
 LOUIS SCHEHLMANN,  
*Professor of Vocal Music.*  
 WM. S. ADAMS,  
*Professor Piano and Organ.*  
 GIOVANNI OTTAIANO,  
*Instructor in Violin.*  
 MISS M. BLAKEY SHARP,  
*Instructor in Theory and Piano.*  
 MISS MADELINE MAPP,  
*Instructor in Vocal Music and Piano.*  
 MISS LOUISE J. SMITH (Julian Académie, Paris),  
*Professor of Art.*  
 MISS LAURA W. BALLOU,  
*Director of Physical Training.*  
 MISS FRANCES R. DARLINGTON,  
*Instructor in Gymnastics.*

---

## III. OFFICERS.

ROBERT WINFREE,  
*Treasurer.*  
 A. W. TERRELL, M. D.,  
*College Physician.*  
 J. L. ARMSTRONG,  
*Librarian.*  
 MRS. JOHN DAVENPORT BLACKWELL,  
*Matron.*  
 MISS SALLIE A. LONG,  
*Housekeeper.*

# LIST OF STUDENTS.

NAME.	PARENT OR GUARDIAN.	STATE.
Acree, Kathryn Peachy.....	E. F. Acree.....	Virginia
Adams, Sue Scott.....	Mrs. R. H. T. Adams.....	Virginia
Allis, Martha.....	Geo. B. Allis.....	Arkansas
Allison, Lizzie.....	T. J. Allison.....	North Carolina
Allison, Mary Lee.....	Mrs. E. L. Allison.....	Virginia
Anderson, Julia Ward.....		West Virginia
Anderson, Mary P.....	R. L. Anderson.....	Florida
Anderson, Rebecca.....	R. L. Anderson.....	Florida
Baird, Lillian.....	R. B. Baird.....	Tennessee
Ball, Mary W.....	Rev. B. F. Ball.....	West Virginia
Ballard, Martha H.....	B. W. Ballard.....	North Carolina
Barber, Helen.....	H. O. Barber.....	Ohio
Bell, Hazel P.....	John F. Bell.....	Kentucky
Best, N. Louise.....	Mrs. I. R. Best.....	Kentucky
Betty, Catherine Irby.....	Rev. L. B. Betty.....	Virginia
Blackwell, Fannie H.....	Moreau Blackwell.....	Virginia
Blackwell, Louise.....	Prof. E. S. Blackwell.....	Virginia
Blackwell, Nannie L.....	Prof. E. S. Blackwell.....	Virginia
Bolton, Pattie R.....	Miss Izora Williams.....	Tennessee
Bostick Jessie.....	Prof. J. A. Bostick.....	Tennessee
Bowman, Sarah K.....	N. R. Bowman.....	Virginia
Bransford, Lucy, K.....	Rev. L. P. Bransford.....	Virginia
Browinski, Effie.....	Capt. J. F. Browinski.....	Kentucky
Brown, Ellen McBryde.....	Hon. J. Thompson Brown.....	Virginia
Brown, Jane.....	Hon. J. Thompson Brown.....	Virginia
Brydon, Ellen Dane.....	Robert Brydon.....	Virginia
Budd, Elizabeth Sloane.....	J. T. Budd.....	Florida
Budd, Katie Ansley.....	J. T. Budd.....	Florida
Bull, Virginia Alexander.....	Marcus Bull.....	Virginia
Butler, Bessie G.....	Benj. G. Butler.....	Virginia
Butler, Ella.....	Benj. G. Butler.....	Virginia
Caho, Appie C.....	Mrs. Hughes Holland.....	North Carolina
Calfee, Margaret Evelyn.....	L. S. Calfee.....	Virginia
Calloway, Kathryn.....	Mrs. Redman Calloway.....	Missouri
Campbell, Augusta.....	A. M. Campbell.....	Texas
Campbell, Claire.....	A. M. Campbell.....	Texas
Cannon, Mary Ella.....	J. W. Cannon.....	North Carolina
Carroll, Maude.....	W. S. Carroll.....	Virginia
Cason, Harriett Lillian.....	Capt. P. A. Cason.....	Maryland
Clark, Ione Newman.....	W. F. Clark.....	Georgia
Clark, Kate Leftwich.....		Virginia
Clark, Ruth Leigh.....	Rev. W. W. Lear.....	Virginia

NAME.	PARENT OR GUARDIAN.	STATE.
Cofer, Margaret Eunice.....	W. H. Cofer.....	Texas
Cole, Lucy.....	Rev. J. N. Cole.....	North Carolina
Comer, Bevelle.....	B. B. Comer.....	Alabama
Cowart, Sallie Virginia.....	Slater Cowart.....	Virginia
Cox, Clara M.....	J. E. Cox.....	Virginia
Craighill, Mattie Holliday.....	R. T. Craighill.....	Virginia
Crallé, Lottie L.....	G. T. Crallé.....	Virginia
Critz, Mary Alice.....	Robt. Critz.....	North Carolina
Cullen, Wilhelmina Cornelia.....	Mrs. W. H. Sites.....	Virginia
Darby Anabel.....	J. S. Darby.....	South Carolina
Davis, Aurelia Howe.....	T. N. Davis.....	Virginia
Davis, Clara Belle.....	C. M. Davis.....	South Carolina
Davison, Margaret A.....	George Davison.....	Kentucky
Diuguid, Mary.....	W. D. Diuguid.....	Virginia
Dooley, Lucile.....	Thomas S. Dooley.....	Tennessee
Dooley, Mabel.....	Thomas S. Dooley.....	Tennessee
Dornin, Elizabeth Preston.....	Mrs. Anna Dornin.....	Virginia
Dornin, Josephine Maude.....	W. H. Dornin.....	Virginia
Doughty, Marie Eleanor.....	Dr. W. H. Doughty, Jr.....	Georgia
Dowdell, Annie Love.....	Judge J. R. Dowdell.....	Alabama
Drake, Claribel.....	Mrs. J. P. Drake.....	Mississippi
Drake, Nell Davis.....	E. S. Drake.....	Mississippi
Draper, Caroline Wood.....	James Draper.....	Alabama
Duff, Mace.....	William P. Duff.....	Virginia
Dulin, Helen Alice.....	George C. Dulin.....	Virginia
Dulin, Margaret.....	George C. Dulin.....	Virginia
Eanes, Margaret A.....	T. A. Eanes.....	Virginia
Elder, Constance.....	Robert L. Elder.....	Virginia
Essary, Anna Belle.....	J. T. Essary.....	Tennessee
Estill, Louisa Christian.....	Rev. Reverdy Estill.....	Kentucky
Fleming, Mary Randolph.....	Rev. R. H. Fleming.....	Virginia
Ford, Dora.....	Mrs. James A. Ford.....	Virginia
Ford, Ella Pence.....	F. C. Ford.....	Virginia
Ford, Sallie Adams.....	F. C. Ford.....	Virginia
Frantz, Susanne Montgomery.....	Mrs. Sallie E. Frantz.....	West Virginia
Fred, Nannie Conway.....	S. R. Fred.....	Virginia
Fuson, Nana.....	Self.....	Virginia
Galt, Mary Mears.....	R. H. Galt.....	Virginia
Gamble, Eula.....	R. L. Gamble.....	Georgia
Gilham, Jennie D.....	Mrs. A. K. Gilham.....	Virginia
Gilliam, Elsie.....	T. W. Gilliam.....	Virginia
Gish, Mary Spence.....	R. E. Gish.....	Virginia
Givens, Mary Louise.....	Dr. H. K. Givens.....	Missouri
Gleaton, Sallie Fannie.....	Col. Geo. W. Gleaton.....	Georgia
Grady, Sarah William.....	John E. Grady.....	Alabama
Gramling, Emmie Lela.....	T. H. Gramling.....	Georgia
Grant, Alfreda A.....	M. R. Grant.....	Mississippi

NAME.	PARENT OR GUARDIAN.	STATE.
Gregory, Julia Elizabeth.....	J. B. Gregory.....	Virginia
Griffin, Lurline.....	H. L. Griffin.....	Alabama
Grove, Bessie Tompkins.....	Capt. D. E. Grove.....	Texas
Hacker, Florence Antoinette.....	Judge Newton Hacker.....	Tennessee
Hancock, Claudine.....	James Hancock.....	Virginia
Hankins, May.....	Thomas Hankins.....	Virginia
Harris, Nell Chapman.....	C. C. Harris.....	Alabama
Hawkins, Mary Forman.....	N. D. Hawkins.....	Virginia
Hayes, Sara Louise.....	S. L. Hayes.....	Georgia
Hill, Mary Hughes.....	M. A. Hill.....	Kentucky
Hill, Mary Minot.....	Chan. W. B. Hill.....	Georgia
Horsley, Catherine Dunscomb .....	Judge J. D. Horsley.....	Virginia
Howard, Anna L.....	C. W. Howard.....	North Carolina
Howard, Janie Dorothy.....	H. O. Howard.....	North Carolina
Howard, Margaret Thomasia.....	J. S. Worsham.....	Virginia
Hudmon, Marie.....	T. P. Hudmon.....	Alabama
Hudmon, Sara Glenn.....	T. P. Hudmon.....	Alabama
Humphreys, Jeanette Rose.....	Prof. M. W. Humphreys.....	Virginia
Humphreys, Mamie.....	Prof. M. W. Humphreys.....	Virginia
Humphreys, Nannie.....	Prof. M. W. Humphreys.....	Virginia
Hunnicutt, Sarah Ethel.....	Dr. J. A. Hunnicutt.....	Georgia
Hunt, Nell Brown.....	G. J. Hunt.....	Virginia
Hutchinson, Mary Evelyn .....	R. W. Hutchinson.....	Georgia
Izard, Lucy.....	Mrs Walter Izard.....	Virginia
Jackson, Mary Garnett.....	W. W. Jackson....	Virginia
Johnson, Gertrude.....	H. S. Johnson.....	Georgia
Jones, Anita Dalton.....	Dr. P. H. Jones.....	Louisiana
Jones, Eilleen.....	Chas. F. Jones.....	South Carolina
Jones, Elvira Alice.....	.....	Virginia
Jones, Lillian Tong.....	Rev. C. O. Jones.....	Tennessee
Jones, Mabel Hill.....	Chas P. Jones.....	Virginia
Jones, Mamie Rachel.....	Jno. M. Jones.....	Tennessee
Jones, Nannie Elizabeth.....	Jno. M. Jones.....	Tennessee
Jones, Mary Ruffin.....	Rev. E. V. Jones.....	Virginia
Jordan, Margaret Campbell.....	M. P. Jordan.....	Virginia
Jourdan, Annie E.....	J. W. Jourdan.....	Mississippi
Killebrew, Johnnie Price.....	C. A. Trainham.....	Tennessee
Kinnier, Janie.....	J. W. Kinnier.....	Virginia
Kinser, Mary Lucy.....	Mrs. J. L. Kinser.....	Virginia
Lacey, Maie Elizabeth.....	Mrs. E. P. Lacey.....	Mississippi
Larew, Gillie Aldah.....	I. H. Larew.....	Virginia
Larew, Julia Alexander.....	I. H. Larew.....	Virginia
Latané, Bertha Allen.....	Mrs. M. E. Latané.....	Virginia
Larkin, Mary Elizabeth.....	Mrs. S. D. Larkin.....	Virginia
Lear, Grace.....	Rev. W. W. Lear.....	Virginia
Ledbetter, Frances Maude.....	Rev. B. E. Ledbetter.....	Virginia
Lee, Emma.....	H. S. Lee.....	Georgia



NAME.	PARENT OR GUARDIAN.	STATE.
Lee, Alice Anthony.....	Jas. I. Lee.....	Virginia
Lee, Mary Gill.....	Jas. I. Lee.....	Virginia
Leonard, Alice Edgar.....	L. J. Williams.....	West Virginia
Lewis, Elizabeth D. L.....	Jno. H. Lewis.....	Virginia
Love, Hattie Frank.....	Mrs. Julia R. Love.....	Tennessee
Lovejoy, Katharine Ray.....	Rev. W. P. Lovejoy.....	Georgia
Luten, Virginia.....	Dr. S. W. Luten.....	Kentucky
Lybrook, Mary E.....	R. J. Reynolds.....	North Carolina
McCoy, Jeanie Pauline.....	Richard McCoy.....	Virginia
McHenry, Madge.....	J. R. McHenry.....	Ohio
McKinney, Regina Q.....	C. S. McKinney.....	Missouri
McLeod, Josephine.....	R. T. McLeod.....	Virginia
Mann, Judith Wharton.....	Dr. S. E. Shelton.....	Texas
Manson, Mary Natalie.....	N. C. Manson.....	Virginia
Martin, Fay.....	Alvah H. Martin.....	Virginia
Massey, Mabelle.....	Dr. John Massey.....	Alabama
Mayes, Sallie C.....	Dr. John Massey.....	Alabama
May, Margaret Leece.....	S. D. May.....	Virginia
Meux, Tempe S.....	J. S. Meux.....	Tennessee
Miller, Ellen Davenport.....	Mrs. Rebecca F. Miller.....	Virginia
Monk, Pearl Gertrude.....	J. W. Monk.....	Arkansas
Moon, Katherine Murray.....	Edward Moon.....	Virginia
Moore, Eva Lee.....	I. S. Moore.....	Virginia
Moorman, Ella Lee.....	Rev. R. J. Moorman.....	North Carolina
Moorman, Trula Hicks.....	Mrs. E. H. Moorman.....	Virginia
Nelson, Helen Hobson.....	C. K. Nelson.....	Virginia
Nelson, Sallie Scott.....	C. K. Nelson.....	Virginia
Nevitt, Nellie.....	Rev. T. G. Nevitt.....	Maryland
Nicholls, Julie Chamberlain.....	C. C. Nicholls.....	Missouri
Noel, Elizabeth Olive.....	Thos. W. Noel.....	Tennessee
Nowlin, Viva Magdaline.....	A. W. Nowlin.....	Virginia
Oglesby, Laura French.....	Rev. G. A. Oglesby.....	North Carolina
Overton, Susie Louisa.....	Rev. G. B. Overton.....	Kentucky
Pack, Minnie.....	Allen Pack.....	Virginia
Page, Rose Wilmer.....	Mrs. N. M. Page.....	Virginia
Parkhill, Genevieve.....	Capt. R. C. Parkhill.....	Florida
Parr, Mary Louise.....	Mrs. J. H. Parr.....	Virginia
Patterson, Mildred Nixon.....	E. D. Patterson.....	Tennessee
Payne, Mary Melissa.....	Dr. R. L. Payne.....	Virginia
Peek, Ellen De Luce.....	Dr. J. H. Peek.....	Virginia
Peek, Janet Hope.....	Mrs. S. H. Peek.....	Virginia
Perkins, Lizzie L.....	John Perkins.....	North Carolina
Perrow, Daisy Nell.....	Alex. D. Perrow.....	Virginia
Perry, Ada L.....	W. H. Perry.....	Virginia
Peters, Georgiana F.....	George Peters.....	Ohio
Peters, Florrie.....	J. McH. Peters.....	Virginia
Pettit, Clara C.....	Pembroke Pettit.....	Virginia

NAME.	PARENT OR GUARDIAN.	STATE.
Pettit, Virgilia Alma.....	Pembroke Pettit .....	Virginia
Pfeiffer, Amelia Rebecca.....	J. C. Pfeiffer.....	Virginia
Pleasants, Maud Muller .....	C. R. Pleasants .....	Virginia
Pollard, Rosa Lee.....	Mrs. M. B. Plumley.....	Massachusetts
Porter, Mittie Love .....	Mrs. Jno. Strother... ..	Maryland
Porter, Maymie Staples.....	Duval Porter.....	Virginia
Randolph, Innes.....	Mrs. Peyton Randolph.....	Virginia
Randolph, Kate Whitcomb.....	Mrs. Peyton Randolph.....	Virginia
Randolph, Valcour Etoile .....	Rev. J. A. Randolph.....	Mississippi
Ray, Elizabeth .....	D. J. Ray.....	Georgia
Raymond, Ione.....	Mrs. L. L. Raymond.....	New York
Reed, M. Elizabeth .....	Rev. J. C. Reed .....	Virginia
Riddick, Una Numphar .....	Judge J. E. Riddick.....	Arkansas
Riffe, Elinor Johnson .....	J. A. Riffe.....	West Virginia
Roach, Maidee H.....	Jno. W. Roach.....	Texas
Roberts, Lavinia Griselda.....	Mrs. W. B. Roberts .....	Virginia
Robertson, Sara Lee.....	Rev. F. P. Robertson .....	Virginia
Robins, Lena Mae.....	Rev. J. W. S. Robins.....	Virginia
Rogers, Elizabeth Amelia.....	Judge J. H. Rogers .....	Arkansas
Rosenberger, Elizabeth Lucile.....	A. R. Rosenberger.....	Virginia
Rucker, Lucy Ethel.....	C. T. Rucker.....	Virginia
Russell, Beulah.....	Mrs. H. V. Russell.....	Kentucky
Sanford, Ellie .....	W. W. Sanford.....	Virginia
Saunders, Helen Margaret .....	Jas. T. Saunders.....	Georgia
Scott, Loxley.....	Mrs. Chas. Scott, Jr. ....	Virginia
Scott, Sue.....	Mrs. J. J. Scott.....	Virginia
Shackford, Isabel Temple... ..	Rev. J. W. Shackford.....	Virginia
Shinn, Hallie George. ....	Self.....	Arkansas
Skinner, Edith Carrollton.....	H. E. Skinner.....	Virginia
Skinner, Rosalie.....	H. E. Skinner.....	Virginia
Smith, Ada Blanch.....	E. C. Smith .....	West Virginia
Smith, Gipsey Lee.....	Pryor N. Smith.....	Virginia
Smith, Bonnie Belle.....	Pryor N. Smith.....	Virginia
Smith, Eva Minor .....	D. L. Smith .....	Virginia
Smith, Susie Pocahontas.....	D. L. Smith .....	Virginia
Smith, Katharine Semmes .....	W. D. Smith .....	Mississippi
Smith, Ella Rust.....	Mrs. Ella R. Smith... ..	District of Columbia
Snead, Janet Winn.....	W. H. Snead .....	Virginia
Steele, Flora .....	A. J. Steele .....	Virginia
Staley, Kate.....	F. P. Staley .....	West Virginia
Stephens, Dazey .....	Judge I. W. Stephens.....	Texas
Stiff, Mary Hallowell... ..	Rev. J. W. Stiff.....	Virginia
Strode, Edith .....	Aubrey E. Strode .....	Virginia
Strode, Mildred.....	Aubrey E. Strode .....	Virginia
Stuart, Mary .....	Rev. Geo. R. Stuart.....	Tennessee
Stude, Emily Nadine.....	Mrs. A. Stude.....	Texas
Sullivan, Mary A. ....	J. D. Sullivan .....	Virginia

NAME.	PARENT OR GUARDIAN.	STATE.
Taylor, Addie .....	Rev. Travis J. Taylor .....	Virginia
Taylor, Ida .....	Judge F. G. Taylor .....	Arkansas
Taylor, Pauline Mabel .....	Geo. Taylor .....	West Virginia
Thompson, Ethel Ruth .....	H. A. Thompson .....	Virginia
Thompson, Susie Ben. ....	Ben Thompson .....	Tennessee
Thomas, Katie Mosby .....	R. T. Mosby .....	Virginia
Tilghman, Mary Linwood. ....	Capt. T. W. Tilghman .....	North Carolina
Toms, Mattie Walker .....	Mrs. Z. Toms .....	North Carolina
Trenary, Kathryn Elizabeth .....	Jno. B. Trenary .....	Virginia
Turner, Helen Spotswood .....	Geo. M. Turner .....	Virginia
Tyler, Julia Catherine .....	Rev. Geo. T. Tyler .....	Virginia
Vandegrift, Myra Anne .....	J. A. Vandegrift .....	Virginia
Watson, Marie Cassie .....	Miss Jeanette Smith .....	North Carolina
Wemple, Lily .....	O. Wemple .....	Virginia
Wheat, Mary Leigh .....	O. P. Wheat .....	West Virginia
White, Catharine .....	B. J. Tarver .....	Tennessee
White, Mary Louisa .....	L. W. White .....	Virginia
Whitley, Annie McTyeire .....	Rev. J. T. Whitley .....	Virginia
Williams, Evelyn Cary .....	Mrs. A. P. Williams .....	Virginia
Wilkins, Minna .....	G. A. Wilkins .....	Georgia
Wilson, Augusta Ford .....	T. W. Wilson .....	Arkansas
Wilson, Lizzie Ellen .....	Thos. Wilson .....	South Carolina
Wilson, Martha Agnes .....	Thos. Wilson .....	South Carolina
Wingfield, Martha Sanderson .....	Mrs. V. C. Oglesby .....	Virginia
Wise, Myrtle Bowen .....	Mrs. H. A. Wise .....	Virginia
Wisdom, Loraine Allen .....	Jno. L. Wisdom .....	Tennessee
Woodhead, Grace Jeannette .....	Rev. J. R. Hunter .....	West Virginia
Woods, Ethel Chiquita .....	W. J. Woods .....	Virginia
Woodroof, Martha Frances .....	J. A. Woodroof .....	Virginia
Wulbern, Elsie .....	C. Wulbern .....	South Carolina
Wysor, Emma May .....	J. C. Wysor .....	Virginia
Wysor, Harriet Isabel .....	J. C. Wysor .....	Virginia

## HONORS AND DEGREES.

1900-1901.

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### MASTER OF ARTS.

Mrs. Celeste Alspaugh Page.

### BACHELORS OF ARTS.

Annie Idoline Anthony.	Mary Susan Magruder.
Daisie Virginia Bell.	Elizabeth Hargrove Parr.
Aurelia Howe Davis.	Henrietta May Pettyjohn.
Helen Jamieson Homes.	Edith Lee Radford.
Anna Sarah Hull.	Sarah Jane Smith.
Laura Lasell Kimball.	Elizabeth Annis Thaxton.
Helen Waring Latané.	Jessie Florence Young.

The following students received Certificates of Proficiency :

### IN LATIN.

Annie Idoline Anthony.	Beulah Russell.
Constance Elder.	Sue Scott.
Helen Hobson Nelson.	Martha Frances Woodroof.

### IN GERMAN.

Nannie Leavell Blackwell.	Rose Wilmer Page.
Louise Harrel.	Martha Elizabeth Reed.

### IN PEDAGOGY.

Mattie Holliday Craighill.	Sallie Scott Nelson.
Lula Nowlin.	

### IN ENGLISH.

Mrs. Wesley Nock Eason.	Lillian Tong Jones.
Helen Jamieson Homes.	Laura Lasell Kimball.

### IN ART.

Katherine Maud Smith.



## ANNOUNCEMENTS.

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### GENERAL INFORMATION.

**Purpose.** This institution is the result of a decision of the Randolph-Macon Board to found a college in Virginia which should offer to women the same advantages and require the same attainments for graduation as are afforded and required at our best Virginia colleges for men. With six endowed colleges and two universities for men in this educating State of the South, there was no endowed college offering similar facilities to women. Hence the resolution of the founders in 1891, which is framed for the guidance of the executive officers of the College:

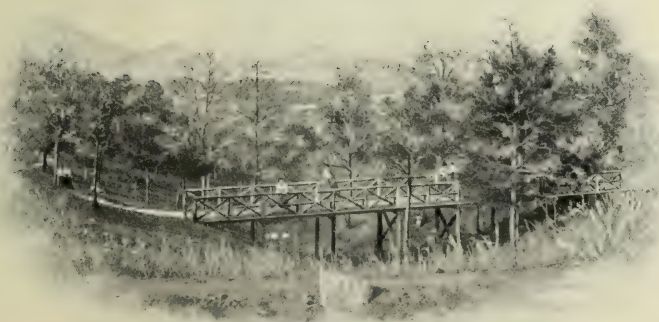
“We wish to establish in Virginia a College where our young women may obtain an education equal to that given in our best colleges for young men, and under environments in harmony with Southern ideals of womanhood; where the dignity and strength of fully-developed faculties and the charm of the highest literary culture may be acquired by our daughters without loss of woman’s crowning glory, her gentleness and grace.”

The Board of Trustees hope and believe that this effort will secure the approbation of progressive educators and enlist their support. It is hoped that the opportunity to measure themselves by this standard will be especially to the young women of our Southland an inspiration to the higher attainments in scholarship. We seek to have them secure the power of knowledge and the charm of culture, without sacrifice of those peculiar qualities for which they are so justly admired.

**Location.** The site chosen for the College is a commanding elevation on Rivermont Avenue. It is but a twelve-minute ride by the electric car line, which passes the College gate, to the business centre of the city of Lynchburg, yet in its twenty-five acres of campus, diversified with dale and copse, it has the quiet of seclusion and the charm of rural beauty. The scenery is beautiful and inspiring. The noble Peaks of Otter rise to distant view in the west, while lesser spurs of the Blue Ridge lie around in close proximity. The natural drainage is perfect, the sanitary arrangements are modern, and all the



REAR VIEW FROM A DISTANCE



A GLEN IN THE CAMPUS

RANDOLPH-MACON WOMAN'S COLLEGE

LIBRARY  
OF THE  
UNIVERSITY of ILLINOIS

conditions of health which characterize this famous Piedmont region of Virginia are found united here. Increased vigor and healthy physical development usually accompany the intellectual advancement of our students.

**Buildings.** The buildings front 389 feet, with large extensions in the rear. [See front view, opposite page 75; rear view, opposite page 86.] They have been designed after careful consideration of the needs, present and prospective, of a completely equipped college for two hundred resident students, based upon knowledge of some of the best colleges in Virginia, and special examination of the buildings and equipments of the leading Northern colleges for women. In them are provided lecture-rooms for the languages (Ancient and Modern), History, the Natural Sciences, Mathematics, Philosophy, Music and Art; separate laboratories for Chemistry, Biology, Physics and Psychology; library, reading-room; gymnasium and appliances for Physical Culture; chapel, dining hall and dormitories, all heated, lighted and ventilated after approved modern plans. Signals for classes, etc., are given by forty bells, distributed through the building and rung automatically by an electric program clock.

**The Jones Memorial Library.** By the liberality of Mr. and Mrs. George M. Jones, of Lynchburg, and as a memorial to their deceased daughters, Georgie Lee and Lillie Fannie Jones, a beautiful library hall, with shelf room for 20,000 volumes, was erected in 1896, and a good working library of about 4,000 volumes has been accumulated.

**Gymnasium.** An excellent gymnasium is provided and equipped with scientific appliances for the natural development of the physical organs and for the rectification of incipient disorders that are capable of being reached by exercise, such as weak lungs, curvature of the spine, etc. Abundant facilities are provided for bathing.

**The Grand Corridor.** Interior corridors, long, wide and high-pitched, run through the building. The grand corridor on the first floor is 340 feet long, twelve feet wide, and fifteen feet high, and forms a striking feature of the building, especially when thronged with students as classes are called or dismissed, or with promenaders after tea and before study hours.

**Endowment.** In order to put the institution upon an equal footing with the colleges for men, with which it is to compare, it was determined that it should be endowed, and more than \$100,000



has been secured and set aside as a nucleus for that purpose. This endowment, which we trust will soon grow to \$500,000, has enabled us to secure professors of high ability and scholarship. As means increase, loan funds, scholarships, fellowships, and other aids will be provided, to assist capable students of limited means to secure the advantages of the College. Some progress has already been made in this direction.

**Government.** The government of the College will correspond to the character of the students expected. Demerits and penalties are not relied upon to secure observance of College regulations. The requirements are only such as are necessary to the comfort and success of students, and appeal is made to their sense of propriety and right. Vexatious and needless restrictions are dispensed with. Ladylike and studentlike conduct is expected of all, and confidence reposed in students is one of the educative forces of the College. Should any student persistently fail to respond to this expectation, she must be withdrawn as unprepared for College responsibilities. Self-government is gradually extended as results justify such action.

Young ladies boarding in the College will be treated as daughters of equal maturity in a well-regulated Christian family. It will, however, be borne in mind that they are gathered for nine months for a serious purpose, and the regulations of the College will be such as to protect them from interruption or distraction.

**Medical Care.** Believing that careful, skilled supervision of sanitary arrangements and daily medical attention will greatly conduce to the health of students, the Board has engaged a physician of repute and experience to take charge of these matters. He is present each morning to be consulted by any student who may be indisposed, to attend all cases of sickness in the College, and to supervise the sanitary arrangements of the institution. This daily service is without additional cost to the student.

**Religious Advantages.** The daily exercises of the College are opened with religious services. In addition to the regular College Course in the English Bible, on Sabbath mornings Bible classes are taught in the College by the professors. Students tend the church of their choice in the city at eleven o'clock, and special services are conducted in the College in the evening. The Y. W. C. A. conducts a weekly prayer-meeting on Wednesday evenings. We seek to make the atmosphere of the College morally pure

and spiritually uplifting. Reverent worship without cant, earnest religion without fanaticism, is our aim.

**Literary Society** A Literary Society is conducted with enthusiasm and success. It furnishes an important culture to its members and constitutes an interesting feature of the college life.

**Recreations.** Besides the regular drills of the Gymnasium, facilities are provided for tennis, basket-ball and boating. Those for whom these exertions are too vigorous find congenial exercise walking in the extensive campus or among the many scenes of romantic beauty adjacent.

The hours from eight to ten on Saturday evening are devoted to social enjoyment. "Social Evening," when friends of the College, who have been properly introduced and enrolled upon the visiting list, are received in the College parlors, alternates with "Home Evening," when some pleasant entertainment is provided. Tableaux, games, amusements of various sorts, with refreshments, combine to make these occasions very enjoyable, while they serve an important educational purpose in relaxing the strain of continuous work. The College home-life is, we believe, happy and helpful.

**Matriculation and Classification.** Each student should report at the office as soon after her arrival as possible, to be matriculated and enrolled by the President for definite courses. She is then directed to meet the Professors teaching these courses, who will, after conference, assign her to appropriate classes.

**Organization.** For the sake of convenience the courses are arranged below in the order usually pursued, but the curriculum is not based upon a four-year class organization. As the work of each course is satisfactorily completed, the student receives a certificate therefor, and is credited with the work done towards her degree. When all the courses of instruction in any subject are completed, a Certificate of Proficiency in that subject is issued, and when any of the elective groups required for the A. B. or the A. M. degree is satisfactorily completed, she receives the degree, whether she has attended two years or four. Thus capacity, energy and previous attainments are given free scope, and those who can may carry off the prizes of scholarship without loss of time by the clog of classmates less capable or industrious. Those students also who, for any reason, cannot remain to take a degree, obtain year by year recognition of the work done, in

the Certificates of Distinction in the lower courses and the Certificate of Proficiency in the final course in each subject.

Satisfactory knowledge of each course is required as the condition of advancement to the next higher in that subject.

**Degrees.** The degrees conferred are Bachelor of Arts (A. B.), and Master of Arts (A. M.)

The courses for the A. B. degree are as follows, grades of 80 per cent. being required in all courses of the third and fourth years:

#### COLLEGE COURSES LEADING TO A. B.

FIRST YEAR.	Hours per week.	SECOND YEAR.	Hours per week.
English.....	3	English.....	3
Latin.....	3	Psychology and Logic.....	3
Mathematics . . . . .	4	Greek, or.....	} 3
Chemistry.....	3	French.....	
Eng. Bible.....	2	Physics.....	3
	15	History.....	3
			15
THIRD YEAR.	Hours per week.	FOURTH YEAR.	Hours per week.
Ethics and Psychology.....	3	Sociology.....	3
Greek, or.....	} 3	Electives { Prescribed in groups	6
German.....			6
Electives { Prescribed in groups	6	Free choice.....	
Free choice.....	3		
	15		15

Also, one Course of Elocution or two years' active membership in a literary society.

ELECTIVE GROUPS.

Any one of the following Groups may be chosen to fill out the work noted above as elective, nine hours in the third year's work and twelve in the fourth:

**1. (English leading.)**

THIRD YEAR.	Hours.	FOURTH YEAR.	Hours.
English.....	3	English.....	3
Latin.....	3	German.....	3
Free choice of student.....	3	Free choice of student.....	6

**2. (Latin leading.)**

Latin.....	3	Latin.....	3
Greek or French.....	3	Greek or English.....	3
Free choice of student.....	3	Free choice of student.....	6

**3. (Modern Languages leading.)**

French.....	3	French.....	3
German.....	3	German.....	3
Free choice of student.....	3	Free choice of student.....	6

**4. (Philosophy leading.)**

Philosophy.....	3	Philosophy.....	3
History, or Pedagogy.....	3	German, Biology, or Pedagogy.....	3
Free choice of student.....	3	Free choice of student.....	6

**5. (History leading.)**

History.....	3	History.....	3
Philosophy.....	3	French, or German.....	3
Free choice of student.....	3	Free choice of student.....	6

**6. (Mathematics leading.)**

Mathematics.....	3	Mathematics.....	3
Latin, or Chemistry.....	3	Mathematics.....	3
Free choice of student.....	3	Free choice of student.....	6

**7. (Chemistry leading.)**

Chemistry, Qualitative.....	3	Chemistry, Quantitative.....	3
Mathematics.....	3	Chemistry, Organic.....	3
Free choice of student.....	3	Free choice of student.....	6

**8. (General Course.)**

Latin.....	3	English, or Biology.....	3
Mathematics.....	3	Philosophy.....	3
Free choice of student.....	3	Free choice of student.....	6

Special substitutions of equivalents may be allowed by vote of the faculty for good reason.

COURSES LEADING TO A. M.

For this are required:

1. The A. B. Degree.

2. Fifteen hours a week for one year in residence, the work to be selected by the student from advanced courses and subject to the approval of the faculty. Grades of eighty per cent. are required in this work. In place of three hours of this work a thesis on work in the student's principal subject may be substituted if desired by the student and approved by the professor.



**Other Honors.** I. CERTIFICATES OF DISTINCTION.—A student making a grade of eighty per cent. in a course below the highest in any subject will, upon application, receive a Certificate of Distinction in that course.

II. CERTIFICATES OF PROFICIENCY.—A student completing satisfactorily the highest course in any subject will, upon application, receive a Certificate of Proficiency in that subject.

**Examinations.** There are two examinations, conducted in writing, one at the close of the half-session in January, the other at the close of the session in June. A student who fails to pass an approved examination loses her right to advance to a higher class. Students are required to attend the examinations of their classes; and whenever, for any cause, a special examination is asked for, and granted, the student must pay a special fee of \$5.

**Reports.** A report of the standing of each student is made to her parent or guardian at the end of every six weeks during the session, and such special remarks will be appended as each case may demand.

**Requirements for Admission to Freshman Class.** For unconditioned admission to the Freshman Class the applicant must be at least sixteen years of age at next birthday and must show preparation as follows:

1. ENGLISH.—The College entrance requirements of the New England, Middle States and Southern States Associations of Schools and Colleges. These are:

Part I. English Grammar and Grammatical Analysis; Elementary Rhetoric, including Punctuation, Paragraphing, and Composition.

Part II. The reading course: (a) *For special study and practice, 1902 and 1903.*—Macbeth; Speech on Conciliation with America; Macaulay's Essays on Milton and Addison; Milton's Lycidas, Comus, L'Allegro and Il Penseroso. (b) *For careful reading, 1902 and 1903:* Pope's Iliad, Books I, VI, XXII, and XXIV; The Vicar of Wakefield; Ivanhoe; The Last of the Mohicans; The Princess; The Sir Roger de Coverley Papers; The Ancient Mariner; Silas Marner; The Merchant of Venice.

In 1902 equivalents for the books named above will be freely accepted, as many of our fitting schools have scarcely had time to adjust their courses to these association requirements.

No applicant will be admitted to the Freshman class whose work is notably defective in spelling, punctuation, idiom or division into paragraphs.

2. HISTORY.—The History of the United States and the History of England or its equivalent in General or Ancient History.

3. MATHEMATICS.—Algebra as given in an Elementary text-book, such as Hall and Knight's Algebra for Colleges and Schools, through Quadratics and Arithmetical and Geometrical Progressions, and Plane Geometry complete, with practice in solving original problems.

4. LATIN.—School Grammar, such as Gildersleeve's, Harkness' or Bennett's, with accompanying exercises in prose composition. Accurate knowledge of the forms is insisted upon. Reading: Four books of Cæsar, four Orations of Cicero, and three books of Virgil. Equivalent amounts of Sallust or Ovid may be substituted for parts of these.

5. GREEK (if taken).—The requirements of the Association of Colleges and Schools of the Southern States, viz.: Elementary Grammar with special attention to forms and practice in prose composition. Reading: Three books of Zenophon or its equivalent.

MODERN LANGUAGES.—If Greek is not offered for admission, equivalent work in French or German must be offered instead. This should comprise a good knowledge of the elementary grammar and such experience and facility in translation as is attained by reading 600 pages of French or 200 of German in the usual texts. Two years of school work should give the necessary preparation.

6. SCIENCE.—One year's work in Physiology and Botany.

**For Matriculation.** Applicants not fully prepared may matriculate and pursue the regular course provided they are not deficient in more than three of the above six requirements. Such deficiencies must be made up within the first two years of residence.

SPECIAL STUDENTS.—Students not purposing to pursue the regular course may be matriculated as special students on the following conditions:

First. They must be at least seventeen years of age at next birthday.

Second. They must be prepared on the entrance requirements in at least three subjects.

Third. They must devote at least six hours a week to studies selected from the departments of History, Languages, Science, Mathematics or Philosophy.

**Admission by Certificate.** The certificates of High Schools, Seminaries, Institutes, Fitting Schools and Colleges that are accredited by any College of the Association of Colleges and Preparatory Schools of the Southern States, or by the similar Associations of the New England and Middle States, will be received in lieu of entrance examinations for what they certify to have been done. When desired, examination questions will be sent to teachers preparing students for our College who will return the "pledged" papers to us.

**Introductory Courses.** Courses of one year each will be given in the following subjects to prepare deficient or conditioned students for the Freshman Class:

I. English, Latin, Mathematics, Biology. II. Greek, French, German. Those courses of Section II remaining after the conditions of admission to the Freshman Class are satisfied, count as three hours each toward the degree.

**How to Apply for Admission.** All applications should be made upon the blank forms of the College. These will be sent free of charge upon request.

## COURSES OF INSTRUCTION.

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The subjects in which instruction is given in the College are English, Latin, Greek, German, French, Philosophy, Pedagogy, History, Political and Social Science, Mathematics, Physics, Chemistry, Geology and Mineralogy, Biology, English Bible, Elocution, Music, Art, and Physical Culture.

In these subjects the following courses of study are offered.

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### I. ENGLISH.

PROFESSOR ARMSTRONG.

MISS TAYLOR.

[To honor the memory of a noble young lady, and to perpetuate her usefulness, this Chair has been endowed and named by her friends "*The Susan Duval Adams Chair of English.*"]

**Course 1. ADVANCED RHETORIC AND COMPOSITION.**—For admission into this course, students must be well grounded in the elements of Rhetoric (pp. 92–93). Special attention is given to the paragraph and forms of discourse. The work consists largely of rhetorical analysis of selections illustrating the laws of the paragraph and the essay, together with exercises exemplifying these laws. Themes for longer composition will be assigned at stated times. Three times a week through the year.

**Course 2. COMPOSITION AND LITERATURE.**—Themes are assigned once a week upon topics connected with the authors read, and special attention is paid to essay form. Literary history of the nineteenth century will be studied in connection with representative writers illustrating important movements. For admission to this class, Course 1 or its full equivalent is absolutely necessary. Three times a week through the year.

**Course 3. (a) SHAKESPEARE.**—Dramatic form; Shakespeare's literary art, his purpose and methods as discovered by critical study of several plays. Three times a week through the fall term.

(b) **HAWTHORNE.**—A critical study of thought and methods. A number of his stories will be read, and comparison with contemporary writers will be instituted. Three times a week through the spring term.



The work of this course is carried on through discussions and written themes. Open to those who have completed Course 2.

**Course 4 B. THEORY OF ENGLISH GRAMMAR.**—Phonology; Investigation of forms and idioms; Historical Grammar. Open to those who have completed Course 1. As supplementary work, there will be special investigation into the origin and history of various forms and constructions, with comparisons between the results and corresponding statements in grammars. This course is especially helpful to those who expect to teach. Three times a week through the year.

[Course 4 A (Old and Middle English) will be offered in 1902-03.]

Courses 1 and 2 are required for the A. B. degree; Courses 3, 4 A and B, should be elected by those electing the English Group. For a Certificate of Proficiency in English, all the courses are required.

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## II. LATIN.

PROFESSOR SHARP.

MISS WEBB.

There are in Latin four College courses. Students applying for admission to any class must be prepared to give evidence of sufficient acquaintance with the work of preceding courses. Exercises in translating from English into Latin are required in all the courses at least once a week; also occasional written translations from Latin into English. The Roman or Phonetic method of pronunciation is followed.

**Course 1.** The class will read Livy and Horace. A thorough study is made of the lyric metres used by Horace. Latin Prose Composition weekly. Practice in reading at sight. Three times a week throughout the year.

**TEXT-BOOKS**—Livy (Greenough or Westcott); Horace (Bennett and Rolfe; or Page, Palmer and Wilkins); Gildersleeve's Grammar (latest edition); Latin Prose Composition.

**Course 2.** In this class Tacitus (Histories or Annals), Cicero's Letters and Juvenal will be read. Attention will be given to characteristics of style and deviations from standard usage in Tacitus and Juvenal. History of Latin Literature, with critical and explanatory comments. Exercises in Latin Prose Composition, based on selections made each week from standard authors.

Practice in reading at sight. Three times weekly throughout the year.

TEXT-BOOKS—Histories or Annals of Tacitus ; Selections from Cicero's Letters (Abbott) ; Juvenal (Duff or Wright) ; Mackail's Latin Literature.

**Course 3.** The texts read in this class will be Cicero's Brutus, or de Senectute, Captives of Plautus, or Andria of Terence, and the Dialogus de Oratoribus of Tacitus. A critical study will be made of ante-classical, post-classical and colloquial forms and usages. Advanced exercises in Latin Prose Composition will be assigned on the same plan as in the second course.

Practice in reading at sight. Three times weekly throughout the year.

TEXT-BOOKS—Cicero's Brutus (Kellogg), or de Amicitia (Bennett) ; Plautus, Captives (Lindsay or Elmer) ; Terence, Andria (Fairclough) ; Dialogus of Tacitus (Bennett).

**Course 4. CLASSICAL LITERATURE.**—This course, which is given in English, is offered to students desiring some acquaintance with Latin and Greek Literature. It will comprise an account of the principal writers, with criticism of their works, and interpretation and analysis of their masterpieces, so far as time will permit.

Each student is expected to make an original study, and write a short essay, on some subject connected with the work done in the course. Twice a week throughout the year.

TEXT-BOOKS.—Crutwell's Roman Literature ; Jevon's Greek Literature ; and for reference, works in the College Library.

History of Rome is elective with Course 4 for Certificate of Proficiency.

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### III. GREEK.

PROFESSOR SHARP.

MISS WEBB.

The same methods will be employed as in the courses in Latin. Weekly exercises are required in all the courses.

**Course 1. ELEMENTARY.**—This course is planned for beginners in Greek. It comprises a thorough study of forms and inflections along with the elements of Greek syntax. The text read will be Xenophon's Anabasis. The class will study Mahaffy's Old Greek Life, and read portions of the Iliad and Odyssey in English translations.

This course is counted as three hours' elective work to those not offering Greek for entrance. Five times a week.

TEXT-BOOKS.—White's First Greek Book ; Xenophon's *Anabasis*.

**Course 2.** The class meets three times weekly throughout the year. Practice in sight reading. This course is required for the A. B. degree when Greek is offered for entrance.

TEXT-BOOKS.—Xenophon's *Memorabilia* or *Cyropædia* ; Lysias ; Homer's *Iliad* or *Odyssey* ; Goodwyn's *Grammar* ; Greek Prose Composition.

**Course 3.** Three times weekly throughout the year. Reading at sight. This course is elective with German 1 in the third year of required work for the A. B. degree.

TEXT-BOOKS.—Plato's *Apology* and *Crito* ; *Medea* or *Alcestis* of Euripides ; Demosthenes on the Crown ; History of Greek Literature ; Greek Prose Composition.

**Course 4.** This class meets three times weekly throughout the year. Practice in reading at sight.

TEXT-BOOKS.—Thucydides ; Sophocles, *Antigone* or *Œdipus Rex* ; Aeschylus, *Prometheus Bound* or *Agamemnon* ; New Testament in Greek ; Sidgwick's Greek Prose Composition.

Course 2 is elective with German in the third year of required work for the A. B. degree, and Course 3 is elective with English for the same degree in the fourth year of the Latin group.

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#### IV. GERMAN.

PROFESSOR SAUNDERS.

MISS GLASS.

To enable those who have not previously had instruction in German to enter the College course, an elementary course is provided. In this year forms and elementary syntax are taught, and not less than three hundred pages of easy German are read. Here, as well as subsequently, exercises are written at least once a week, and especial attention is given to making an idiomatic English translation. It is the aim of the College courses, first, to secure thorough knowledge of the syntax and a good vocabulary; next, appreciation of style, and of German life and thought. Students are encouraged to acquaint themselves, as far as possible, with the literature itself.

**Course 1. ELEMENTARY.**—Pronunciation, forms and fundamental facts of syntax; easy translations and exercises. Four times a week through the year.

TEXTS—Thomas's Practical German Grammar; Whitney's Introductory German Reader; Heyse, *L'Arrabiata*; Zschokke, *Der Zerbrochene Krug*; Buchheim, *Balladen und Romanzen*; v. Hillern, *Höher als die Kirche*; Schiller, *Wilhelm Tell*, *Die Jungfrau von Orleans*.

This course is required of all not offering German for admission.

**Course 2.** Syntax; Composition; Idiomatic translations. Three times a week through the year.

**FIRST HALF-YEAR.**—Course for the rapid reading of modern authors: Baumbach, *Der Schwiegersohn*; Scheffel, *Ekkehard*; Freytag, *Die Journalisten*; Sudermann, *Frau Sorge*; Hauptmann, *Die Versunkene Glocke*; Halbe, *Mutter Erde*.

**SECOND HALF-YEAR.**—Introductory to more extended course of classical reading; Lessing, *Minna von Barnhelm*; Schiller, *Maria Stuart*; Goethe, *Egmont*, *Hermann and Dorothea*.

**Course 3.** Advanced course in Schiller, Lessing and Goethe. Schiller, *Wallenstein*, with collateral reading in historical prose; Lessing, *Nathan der Weise*, *Laocoon*; Goethe, *Faust* (Parts 1 and 2). Tasso, *Iphigenie*, with collateral reading.

**Course 4.** This course will treat of the spirit of the most recent literary movement in Germany and the radical differences between the storm and stress movement of the 18th century, and the naturalistic revolt of the present.

TEXTS—Lenz; Klinger; Sudermann; Hauptmann; Francke's *Social Forces in German Literature*.

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## V. FRENCH.

PROFESSOR SAUNDERS.

MISS PAGE.

The main object of the French courses is to introduce the student to a knowledge of French thought as expressed by the greatest French writers; of French life, as the most vivid of national lives; of French literary style, as a model to all literatures of lucidity and artistic form. Grammar will be taught as necessary to intelligent reading; speaking, as giving an otherwise impossible vividness and naturalness to reading; literature will be stressed as revealing the history of the nation, the social, religious and political life of a great people.

An elementary course in Grammar and in narrative prose-reading will furnish the foundation for the more advanced work of succeeding years. Frequent translations from French into English, as well as



from English into French, will be required, as showing the correspondences and differences in structure and idiom of the two languages, and as promoting readiness and accuracy in the use of English.

**Course 1. ELEMENTARY.**—In this year systematic training is given in pronunciation, on the basis of Grandgent's Grammar and of the best French usage. The grammatical and idiomatic forms of the language are carefully studied in scientific text-books and in the literary material furnished by varied reading.

This course is the equivalent of the entrance requirement, which presupposes not less than six hundred duodecimo pages of 19th century literature selected from the writings of at least five standard authors. Four hours a week.

This course is required of those who do not offer French for admission.

**TEXTS**—Grandgent's, Fraser and Squair's Grammar; Super's French Reader; Balzac, Eugénie, Gaudet; Halévy, L'Abbé Constant; Erckmann and Chatrian Madame Thérèse; Mérimée, Colomba; Crane, Tableaux de la Révolution Française. Exercises.

**Course 2.** The historical study of the literature and language of the 17th century.

**TEXTS AND READING**—Corneille: Le Cid, Horace, Cinna, Polyeucte; Racine: Athalie, Andromaque, Phèdre, Iphigénie; Molière: Le Misanthrope, Tartuffe, Les Précieuses Ridicules, Les Femmes Savantes; Fénelon: De L'Education des Filles; La Fontaine: Fables; Mme. de Sévigné: Lettres Choiesies; La Bruyère: Les Caractères; Saint-Simon: Portraits; Bossuet: Oraisons funèbres; Lanson: Brunetière.

Grammatical analysis and themes during the whole course. Three times a week through the year. This course is required for the degree.

**Course 3.** The Romantic Movement in France and its determining foreign influences.

**TEXTS AND READING**—Lamartine, Victor Hugo, Alfred de Vigny, Alfred de Musset, Gautier, Béranger, Sainte-Beuve, George Sand, Lanson, Brunetière.

Weekly themes during the course. Three times a week through the year.

**Course 4.** The Evolution of Realism.

**TEXTS AND READING**—Balzac, Mérimée, Edmond and Jules de Goncourt; Dumas, fils; Flaubert, Daudet; Lanson; Brunetière.

Weekly themes. Three times a week through the year.

**Course 5.** [Offered for 1902-03.] Latest phases of literary activity. Young France. Parnassians, Décadents, Symbolists, Independents.

TEXTS AND READING—Leconte de Lisle, Coppée, Verlaine, Sully Prudhomme; de Hérédia, Barrès, Rod, de Regnier, Loti.

Weekly themes.

**Course 6.** Old French. [Offered for 1903-04.]

TEXTS AND READING—Clédat's *Grammaire de l' Ancien Français*; Bartsch's *Chrestomathie*; Gaston Paris's *Littérature française, au moyen âge, La Poésie française au moyen âge*; *Chanson de Roland* (Gaston Paris); *Chrétien de Troyes*; *Yvain, Cligès* (Foerster); *Aucassin et Nicolette* (Suchier).

This course has been arranged with reference to the study of the literature of the Middle Ages. It will deal with the oldest literary monuments of the language, not concerning itself except incidentally with those that have only historical or philological value.

Twice a week during the session.

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## VI. PHILOSOPHY.

PROFESSOR LANE.

MISS CRAIGHILL.

The courses in this department, which include Psychology, Logic, Ethics, History of Philosophy, etc., are designed to possess the student with a knowledge of the essential facts concerning the constitution and operation of the human mind, and with a systematic outlook upon the great perennial problems concerning the nature of reality and its relation to knowledge in general. Psychology is taught from the standpoint of an observational and experimental science, and regular laboratory practice is required of students in a laboratory well equipped with apparatus for work in haptics, optics, audition, smell, taste, affection, etc. Its genetic and practical phases, as applied to mental training, are also developed in Course 2. The courses in Ethics are designed to give a grasp of the main features of the moral life and also to enable the student to critically orientate herself among contemporary theories. The work in Logic, History of Philosophy and Metaphysics deals with the fundamental principles of human thought, with the concepts which lie at the basis of all science, and with the systematization of these various categories into a whole. Studies of this type, apart from their acknowledged disciplinary value, cannot, it is thought,

fail to be beneficial to all students by possessing them with a reasoned view of truth and thus freeing them from cruder theories on the subject which every mind inevitably formulates for itself in absence of anything better.

**Course 1.** This course is required for the degree. It occupies three hours per week throughout the year.

(a) **PSYCHOLOGY.**—It will consist of a study of mental elements and compounds. Text-book work and supplementary reading, together with regular laboratory practice, will be required. A prime object of the course is to train the student in the practice of exact introspection.

**TEXTS AND REFERENCES.**—Titchener's *Outlines of Psychology*; James' *Principles*; Titchener's *Experimental Psychology*.

(b) **LOGIC.**—A brief course in Logic will take the place of psychology in the last part of the second term. It will attempt not merely to possess the student with the formulas of ordinary Logic, but to interpret these in the light of the modern developments of Logic.

**TEXT-BOOKS.**—Creighton's *Introductory Logic*; Reference, Bosanquet's *Morphology of Knowledge*.

**Course 2.** This course occupies three hours per week, and is required for the degree.

(a) **APPLIED PSYCHOLOGY.**—A study of mental development will occupy a part of the term, and then the work will proceed to the application of general psychology to educational problems. Lectures, discussions, prescribed readings, papers by the students.

(b) **ETHICS.**—This will occupy the second term. It will consist of a careful consideration of the nature of desire, motive, &c., with their significance in the interpretation of human freedom, a brief study of types of theory concerning the moral standard and its application to the system of virtues, moral institutes, and moral progress. Text-book work will be expected, but free discussion will be encouraged.

**TEXT.**—J. S. Mackenzie's *Manual of Ethics*. **REFERENCES.**—Green's *Prolegomena*; Sidgwick's *Methods*, Mill, Spencer, etc.

**Course 3.** This course will cover three hours per week throughout the year. It will include a general account of the development of philosophic thought from its origin in Greece up to its modern forms. Emphasis will be put upon the organic connection of diverse systems, so that the student will be able to comprehend the development of

philosophic history as having some meaning and making actual progress. In the modern period emphasis will be put upon the English philosophical development as a basis for comprehending the Kantian and Post-Kantian movements. Lectures, text-book work, prescribed readings and essays will constitute the method of instruction.

TEXT-BOOKS—Weber's *History of Philosophy*; Royce's *Spirit of Modern Philosophy*; Windelband, Erdmann. The student will be required to read the masterpieces in part directly.

**Course 4.** This course occupies three hours per week through the year.

(a) **ADVANCED PSYCHOLOGY.**—It will consist of readings of selected portions of James' *Principles*, Külpe, and Wundt, together with lectures, student papers and laboratory work. Such topics as attention, apperception, memory, emotions, instinct, volition will be taken up, and some consideration will be given to certain phases of abnormal psychology such as dream consciousness, hypnotism, illusions, insanity.

(b) **ETHICS**—A critical survey of Ethical theories will occupy part of the time, and the rest will be given to the study of Green's *Prolegomena*, with prescribed readings from Martineau and Sidgwick.

**Course 5.** Three hours per week through the year.

(a) This will be during the first term a study of Kantian criticism as found in the *Critiques of Pure Reason* and *Practical Reason* and the *Critique of Judgment*. The main work will be put upon the *Critique of Pure Reason*.

(b) **METAPHYSICS.**—It will occupy the second term. It will deal with the cardinal questions of modern metaphysics, such as Being, Becoming, Causation, Teleology, Space, Time, and will attempt to reach some systematic view of the relation of these categories to each other and to the absolute.

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## VII. PEDAGOGY.

PROFESSOR LANE.

MISS CRAIGHILL.

The work of this department is designed to acquaint students who undertake it with the general principles of education, and as much of the detail of educational practice as is feasible under our limitations of time. It is thought that such knowledge cannot but be of prime importance to every young woman, whether she expects to become an actual teacher in the schools or not. She must at least through life be



her own teacher in many lines of study, and will necessarily exercise a more or less directive influence over the lives of others with whom she is connected in society. It hence is desirable that she should know the principles which are essential to successful teaching, because she will thus be better qualified than otherwise to direct her own growth and perform her obligations to society intelligently, or if she goes into school work, to perform her professional duties more wisely. In the last respect the importance of these studies goes without saying. Practical work in applying the principles is insisted on regularly, and the exceptionally well organized schools of Lynchburg are accessible for observation work.

**Course 1.** (a) This will meet twice a week throughout the year. It will at first be occupied with the History of Education, studying the different forms of educational thought from the earliest times up through its mediæval and modern transitions. The second term will be devoted to a study of the principles of Pedagogy in relation to the work of the teacher, both in general and as applied to special methods.

(b) Practice work in the preparation and teaching of lessons under the criticism of the Professor. . Once a week.

TEXT-BOOKS.—McMurray's Method of the Recitation; Rein's Outlines of Pedagogics; Painter; Compayré; Quick; Seeley.

**Course 2.** (a) PHILOSOPHY OF EDUCATION.—This course deals with the fundamental principles which underlie education, with the discussion of the educational standard and method in general in relation to that standard, with the analysis of the process of acquisition, self-activity, etc. This will occupy two hours per week throughout the year.

(b) SCHOOL MANAGEMENT.—This will occupy one hour per week, and will deal more especially with questions of school discipline and government, punishments, etc.

**Course 3.** (a) HISTORY OF EDUCATION.—An intensive study of some selected educational masterpieces, with an attempt to interpret these in their general relationship to philosophic movements, will cover this part of the course. Two hours per week.

(b) COMPARATIVE EDUCATIONAL SYSTEMS.—A study will be made of British, French, German and American educational systems. One hour per week.

## VIII. HISTORY.

PROFESSOR LATANÉ.

For the A. B. degree one year in History is required, usually Course 1, but Course 2 may be substituted by students who have had sufficient training to enable them to pursue it with profit.

**Course 1. CLASSICAL HISTORY.**—(a) *Beginnings of Civilization and History of Greece.*—The first six weeks of this course are devoted to the study of Classical Geography and to a rapid survey of the beginnings of civilization in the Euphrates valley and in Egypt. The class then takes up the political history of the Greeks and their achievements in art, literature and philosophy. Three hours a week first term.

TEXT-BOOKS—Oman's History of Greece, Readings from Herodotus, Thucydides and Plutarch.

(b) *History of Rome.*—This course traces the development of political institutions under the republic, the course of foreign conquest, the rise and decline of the imperial system, the struggle between the Roman and the Teuton, and the fusion of the two races in the empire of Charlemagne. Three hours a week second term.

TEXT-BOOKS—Ihne's Early Rome, Merivale's History of Rome (Puller's Abridgment), readings from Livy, Plutarch and Suetonius.

**Course 2. EUROPEAN HISTORY.**—(a) *Middle Ages.*—This course covers the formation of the Papacy, the foundation of the Mediæval Empire, the Feudal System, the Crusades and the Renaissance. Three hours a week first term.

TEXT-BOOKS—Emerton's Mediæval Europe, and Adams's Civilization during the Middle Ages.

(b) *Modern Times.*—This course embraces the Reformation and Thirty Years' War, the Rise of Prussia, the French Revolution, and a rapid survey of European history from the Congress of Vienna to the present day. Three hours a week second term.

TEXT-BOOKS—Epochs of History, edited by Morris.

**Course 3. NINETEENTH CENTURY.**—This course covers the political history of Europe from the overthrow of Napoleon to the present day. Special attention is paid to international relations, and to recent phases of European and American colonial development. Three hours a week through the session. Offered for 1902-1903.

TEXT-BOOK—Seignobos' Political History of Europe since 1814.

**Course 4. POLITICS.**—This course is a study of the history and theory of government. Special attention is given to English and American institutions. Three hours a week through the session. [Offered for 1903-1904.]

TEXT-BOOKS—Woodrow Wilson's *The State*, Bryce's *American Commonwealth*.

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## IX. SOCIOLOGY.

PROFESSOR LATANE.

**Course 1. ELEMENTS OF SOCIOLOGY.**—This course is designed to train young women to look at social phenomena in their wider aspects, and thus to prepare them to give intelligent direction to the efforts that are being put forth in every community for the betterment of social and industrial conditions. A large part of the first term is devoted to the systematic study of the more important principles of economics. Some attention is given in lectures to the general theory of Sociology as developed in the writings of Spencer, Ward, Small and Giddings, but the greater part of the course is devoted to the consideration of practical questions, such as charities and corrections, punishment and reformation, old age pensions and workingmen's insurance, factory legislation, the labor movement, woman's work and wages, college settlements, and the church in relation to social reform. Three hours a week through the session.

TEXT-BOOKS—Bullock's *Economics*; Ely's *Socialism and Social Reform*; Warner's *American Charities*, and Wright's *Practical Sociology*.

This course is required for the A. B. degree.

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## X. MATHEMATICS.

PROFESSOR PATTILLO.

MISS LAREW.

**Course 1. (a) ADVANCED ALGEBRA.**—Beginning with a fuller treatment of ratio, proportion, variation, the three progressions, surds and imaginaries than is usually given in preparatory schools, this class will take up in order the theory of quadratic equations, permutations and combinations, binomial theorem, logarithms, series, undetermined coefficients, probability, determinants, and the theory of equations.

(b) **SOLID GEOMETRY.**—Lines and planes in space, dihedral and polyhedral angles, projections, polyhedra, including prisms, pyramids and the regular solids, cylinders, cones, spheres, spherical triangles, and the measurement of surfaces and solids.

(c) PLANE TRIGONOMETRY.—While a careful study will be made of the properties of right and oblique triangles and their solution, much of the time will be devoted to trigonometric analysis.

Four times a week through the year.

TEXT-BOOKS—Wells's College Algebra; Phillips and Fisher's Elements of Geometry; Loney's Plane Trigonometry, Part I.

**Course 2.** (a) SPHERICAL TRIGONOMETRY.—This course affords a brief but comprehensive study of right and oblique spherical triangles.

(b) ANALYTIC GEOMETRY.—The conception of a locus having been established, the straight line, the circle, the parabola, the ellipse, the hyperbola, the polar equation of the conic, and the general equation of the second degree are successively taken up; this is followed by an elementary introduction to Solid Geometry.

(c) DIFFERENTIAL AND INTEGRAL CALCULUS.—A study of the elementary principles and applications of the Calculus.

Three times a week through the year.

TEXT-BOOKS—Murray's Spherical Trigonometry; Loney's Coördinate Geometry; Osborne's Differential and Integral Calculus.

**Course 3.** (a) INTEGRAL CALCULUS.—This is a continuation of the work given in Course 2, the subject here being treated much more fully.

(b) THEORY OF EQUATIONS.—An advanced course in the general Theory of Equations in which a knowledge of the Calculus will be presupposed.

Three times a week through the year.

TEXT-BOOKS—Osborne's Differential and Integral Calculus, supplemented by Murray's Integral Calculus; Burnside and Panton's Theory of Equations, Vol. I.

**Course 4.** (a) ANALYTIC GEOMETRY OF THREE DIMENSIONS.—The plane, the straight line, quadric surfaces, general theory of surfaces.

(b) DIFFERENTIAL EQUATIONS.—An elementary course devoted mainly to the solution of the simpler ordinary and partial differential equations, with a few geometric and physical applications.

Three times a week through the year.

TEXT-BOOKS—C. Smith's Solid Geometry; Murray's Differential Equations.

**Course 5.** (a) ANALYTIC GEOMETRY.—An advanced course, with an introduction to modern Analytic Geometry.



(b) **ADVANCED CALCULUS.**—The usual topics of an advanced course will be treated, while many examples taken from problems in Geometry and Physics will be considered.

Three times a week through the year.

**TEXT-BOOKS**—Salmon's Conic Sections ; Williamson's Differential Calculus ; Williamson's Integral Calculus.

Courses 4 and 5 will be given alternately.

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## XI. CHEMISTRY.

PROFESSOR MARTIN.

**Course 1. INORGANIC CHEMISTRY.**—This is an elementary but comprehensive course, embracing all the elements and their most important compounds. The subject is developed from the standpoint of the Periodic Law. Especial attention is given to the demonstration of fundamental laws, the writing of equations, and the solving of stoichiometric problems. About one hundred and twenty hours are spent in laboratory work. The class meets three times weekly throughout the year.

**TEXT**—Remsen's College Chemistry.

**Course 2. QUALITATIVE ANALYSIS.**—This course, based on the modern theory of solutions, embraces the separation and identification of the common metallic bases and inorganic and organic acids, and basic and acidic analysis with the blow-pipe. Care is taken to prevent the acquisition of mechanical methods. About one hundred and eighty hours are spent in laboratory work. The class meets three times weekly throughout the year.

**TEXT**—Caldwell.

**Course 3. ORGANIC CHEMISTRY.**—This course presents a systematic and comprehensive survey of the hydrocarbons and their compounds. The theoretical basis of the science is emphasized. The subject is presented in lectures, each of which is followed by the laboratory work necessary for its elucidation. Recitation follows immediately upon completion of the laboratory practice. About one hundred and eighty hours are spent in laboratory work. The class meets three times weekly throughout the year.

**TEXT**—Remsen.

**Course 4. QUANTITATIVE ANALYSIS.**—This course includes gravimetric and volumetric methods. The practical work embraces the

theory of the balance, double weighing and weighing *in vacuo*; the calibration of thermometers, pipettes, burettes and flasks; the preparation of fractional normal and standard solutions and reagents; and analysis of salts, minerals, alloys and potable water. About three hundred hours are spent in laboratory work.

TEXTS—Caldwell, Clowes and Coleman, Fresenius.

Course 1 is required for the B.A. degree; the remaining courses may be taken as *free electives* in any group. Students who choose the Chemistry group will present all of these courses for the Bachelor's degree. Those who have obtained the first degree upon this group and desire to specialize for the Master's degree, may elect fifteen hours from the following subjects: Electrolytic Analysis, Spectroscopy, Organic Analysis, Molecular Weight Determinations, Inorganic Preparations, and Mathematical Theory of Chemistry.

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## XII. GEOLOGY AND MINERALOGY.

PROFESSOR MARTIN.

**Course 1. GENERAL GEOLOGY.**—Instruction is given by lectures, laboratory practice, excursions and recitations. The department is equipped with good collections of photographs, models, charts, minerals, rocks and fossils. The vicinity abounds in magnificent illustrations of Dynamical Geology. The class meets twice weekly throughout the year.

TEXTS—Tarr; Dana.

**Course 2. MINERALOGY.**—This course embraces the Elements of Crystallography, and Determinative and Systematic Mineralogy. Practical work is given in the use of the contact and the reflecting goniometer, the study of crystal models and natural crystals, and the identification of minerals by their physical characteristics and blow-pipe reactions. About sixty of the most important rock-forming minerals are assigned as unknown substances and their classification required. The class meets twice weekly throughout the year.

TEXTS—Williams' Crystallography; Brush's Determinative Mineralogy; Dana's Manual of Mineralogy.

## XIII. PHYSICS AND ASTRONOMY.

PROFESSOR RIDDICK.

**Course 1. (a) PHYSICS.**—This course embraces a general treatment of mechanics, sound, heat, light, magnetism, and electricity. Two periods per week are devoted to recitation and two to laboratory practice for six months. Students taking this course must have completed Plane Trigonometry.

(b) **ASTRONOMY.**—This course embraces a general investigation, employing simple mathematical processes, of the phenomena of the sky and of the relations of the solar system. It offers a limited amount of observational work with the six-inch equatorial. Plane and Spherical Trigonometry are required. Three periods per week for three months.

TEXT—Holden's Astronomy.

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## XIV. BIOLOGY.

PROFESSOR RIDDICK.

**Course 1. Elementary. (a) PHYSIOLOGY.**—The class recites twice weekly throughout the first half-session. Two periods of each week are devoted to laboratory work.

TEXTS—Martin's Human Body and Laboratory Manual.

(b) **BOTANY.**—The class recites twice weekly throughout the second half-session. Two periods each week are devoted to laboratory work.

TEXTS—Gray's Manual, Plant Relations, Coulter.

This course is required of all who have not offered these subjects for entrance.

**Course 2. GENERAL BIOLOGY.**—This course is devoted to the study of life in the order of logical development. A few representative species of both types of life are studied minutely. The student is expected to master the technique of the compound microscope, the hardening, sectioning, and staining of tissues, and the mounting of slides. Two periods of each week throughout the year are devoted to lecture and recitation, and four periods weekly are spent in laboratory practice. Course 1 is a prerequisite.

## XV. ENGLISH BIBLE.

**Course 1.** This course embraces an elementary study of the several books of the Bible, their date, authorship, historical setting, literary form and ethical teaching. The first term is given to the Old Testament and to the history of the Hebrew people. The second term is devoted to the life of Christ and the labors of the Apostles. Two hours a week through the session.

**TEXT-BOOKS**—The English Bible, Revised Version, with references, concordance and maps; Stevens and Burton's Harmony of the Gospels; Purves's Apostolic Age.

This course is required of all students in the first year.

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XVI. ELOCUTION.

Miss ———.

## I. GENERAL.

Every student in the College may have practical instruction in Elocution in class free of charge, and all are encouraged to avail themselves of the opportunity.

Elocution is taken to mean the "simple, genuine, unfettered expression of a human soul," and this ideal is constantly kept before the pupil's mind. The course aims to cultivate the voice for speaking, reading and recitation; to develop the power to grasp printed thought with facility and give it cultured and yet natural expression; to develop the imagination and the ability to interpret intelligently and sympathetically.

**Course 1. A READING COURSE.**—Philosophy of the voice; breathing and vocal exercises; elementary exercises of voice culture. Study of principles underlying expression, and their practical application for intelligent reading of various styles of composition. Once a week.

**TEXT BOOKS.**—Le Row's Course in Elocution and Reading; Teacher's Notes; Supplementary Selections.

**Course 2.** Philosophy of the voice; breathing, and vocal exercises for elementary sounds and articulation; posture; voice cure for quality, power, resonance, flexibility and tone color. Study of the principles underlying expression, with practical application to all selections studied. Study from an elocutionary standpoint of various styles of composition—narrative, descriptive, didactic, humorous, etc. Analysis and rendition of standard prose and poetry.



The psychological, rather than the imitative, is the method employed, as this affords mental discipline and gives opportunity for the cultivation of taste and judgment. Once a week.

TEXT-BOOKS—*Evolution of Expression*, Vols. I and II; *Teacher's Notes*.

A course in English Literature is prerequisite for Course II, and a knowledge of History and Elementary Psychology is desirable.

## II. SPECIAL.

This work is for those who desire private instruction. The fee is twenty-five dollars for the half-session. The course covers the various elements of voice expression. Studies as enumerated under Course II, with the addition of dramatic analysis, character study and gesture. These elements are studied with special reference to the defects and powers of the individual. The selections used are taken from the best English and American literature.

Only material of real worth and literary merit is used, as the instruction aims at culture, not superficial accomplishment. Two half-hour lessons a week.

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## XVII. MUSIC.

PROFESSORS DAVIS, SCHEHLMANN AND ADAMS, MR. OTTAIANO,  
MISSES MAPP AND ———.

This department will provide instruction both practical and theoretical in theory, history, piano, organ, violin, solo singing, choral and sight singing, and methods of teaching music.

Students completing the courses in either piano, organ, or vocal music will receive a Certificate of Proficiency from the Department of Music. This is credited as three hours on the A. M. degree.

Course 3 in Theory (History of Music) will be credited as two hours on A. B. degree, and can be taken by any student.

The four courses in Theory are required for completion of either instrumental or vocal courses. All students of music, instrumental or vocal, will be required to take the introductory year in Theory, unless excused after examination.

Students in the vocal course will be required to pass the examination in Piano Course 2 before certificate will be given.

Resident students who specialize in music will be required to take six hours a week in the academic departments. Half-courses are offered for those whose literary studies do not leave full time for music.

In music as in other subjects, students enter the courses for which they are prepared.

A special course in the art of teaching music is offered.

Examinations are given twice a year and students are advanced as rapidly as possible. Each course is designed to cover one year's time, but if a student has time for extra practice, or learns rapidly, she will be advanced at any time to the course her progress entitles her to enter; if she falls below the work required in amount or excellence, she will not be advanced until the deficiency is made up. The introductory courses are arranged for students whose training has been deficient.

Students receive both private and class lessons. Musicales and lectures will be given frequently.

For terms, see pages 122-123.

### I. PIANOFORTE.

PROFESSOR DAVIS.

PROFESSOR ADAMS.

MISS MAPP.

MISS SNEAD.

This department is under the direct supervision of Professor Davis.

Students must be familiar with correct phrasing, staccato and legato touch, the ordinary signs used in music, and their application, and have some technical proficiency before Course 1 can be taken.

An Introductory Course is arranged for all who require it.

**Course 1.** Students who take this course will have technical studies to develop touch, finger, and wrist action; scales and arpeggios in various forms; studies and sonates by such composers as Czerny, Clementi, Loeschorn, Kuhlan, or equivalents. Two lessons a week (one class and one private) and two periods of daily practice through the year.

**Course 2.** Continued study of scales and arpeggios; studies and sonates by Clementi, Heller, Mozart, Haydn, Mendelssohn, Bach, selections from Mathew's Graded Studies, etc. Two lessons a week (one class and one private) and two periods of daily practice through the year.

**Course 3.** Scales in double thirds and sixths; arpeggio, trill, and wrist studies; selections from Bach Inventions; Clementi, Cramer and Loeschorn studies; Mathew's Graded Studies, Beethoven Sonates, Schubert, Schumann, Chopin, and other classic composers. Two lessons a week (one class and one private) and two periods of daily practice through the year.

**Course 4.** This course is a perfecting of all the previous courses. More difficult technical studies will be required, and larger, more important works by the best composers will be studied. No student can complete this course until a thorough knowledge of the best music for the pianoforte has been acquired, with sufficient mastery of technique to interpret such works with intelligence. In Course 4 attention will be given to four and eight hand arrangements for the pianoforte of symphonies and other compositions for orchestra. Two lessons a week (both private) and two periods of daily practice through the year.

## II. VOCAL MUSIC.

PROFESSOR SCHEHLMANN.

MISS MAPP.

Instruction in vocal music will be given in private and class lessons. Courses are offered in solo singing, sight singing and chorus practice. Students are expected to have some knowledge of the rudiments of music and ability to read simple music before taking Course 1.

### SOLO SINGING.

**Course 1.** Lessons in breathing and production of tone; development of registers; beginning of the study of *Messa di Voce*; intervals without portamento; roulades in slow movements; easy solfeggio, and exercises by Concone and Panofka, with songs by Abt, Gumbert, Sullivan, Cowen, etc. Two lessons a week (both private) and one period of daily practice through the year.

**Course 2.** Study of intervals with portamento, diatonic and chromatic scales in slow movement; arpeggios and studies by Bordogni. English ballads and sacred music. Two lessons a week (both private) and one period of daily practice through the year.

**Course 3.** Study of major and minor scales, arpeggios, turns and trills in rapid movement; difficult studies by Sieber and Marchesi. English, French, German and Italian songs. Oratorio and church music.

Two lessons a week (both private) and one period of daily practice through the year.

**Course 4.** Study of major and minor scales with increased rapidity of execution; arias and cavatinas from French, German and Italian operas. Songs from classic writers, viz.: Grieg, Lassen, Jensen, Franz, Rubinstein, Schubert, Schumann, etc. Theory and practice of accompaniment. All students who complete Course 4 must pass

the examinations required in Course 2 of pianoforte playing, and such examinations as the professor of vocal music may require in sight singing and chorus practice.

#### SIGHT SINGING.

All students of vocal music are required to sing in the sight singing class, unless excused for special reasons. It is preparatory to the chorus class, and is indispensable to students beginning vocal music.

Practice in sight singing does much to develop the sense of rhythm and harmony. All students of music are strongly urged to enter this class. Two lessons a week for two years.

#### CHORUS CLASS.

This class is open to students who pass the examination required by the professor of vocal music. All vocal students are expected to sing in this class, which meets once a week through the year.

This class is in two divisions, viz:

1. Female chorus.
2. Chorus of mixed voices in conjunction with the Concordia Glee Club, of Lynchburg.

The first division will study choral works for female voices by the best composers, Mendelssohn, Schumann, Rubinstein, etc. The second division will study the best choral works for mixed voices. An unusual opportunity is thus afforded students to become familiar with some of the larger works for mixed voices.

#### MARCHESI CLASS.

A new feature of the vocal work is the "Marchesi Class." It is a general belief that private instruction gives the best and quickest results. This in many instances is true; however, the ambitious and endowed student, who knows how much can be gained by observation, will see the advantage of being in class with others of equal knowledge and natural endowment.

Marchesi teaches exclusively in this way: The students observe classmates, their faults, corrections, etc. We advise, however, only the vocally as well as musically endowed to enter this class. Two lessons a week (full hour) through the year, and usual time for practice.

#### III. ORGAN.

##### PROFESSOR ADAMS.

A carefully arranged course in organ music is offered students. A large Mason & Hamlin organ, with two manuals and full set of pedals,



is accessible to students for practice at the College. A pipe-organ is available for more advanced students. Two lessons a week and such practice as the student requires. As a rule, this course covers four years.

#### IV. VIOLIN.

MR. OTTAIANO.

Instruction on the violin will be given in private or class lessons. A systematic course is followed. Two lessons a week and such practice as the student requires. As a rule, this course covers four years.

#### V. STUDENTS' HALF-COURSE.

Students whose academic studies prevent their taking full work in music, but who desire to keep up and add to their knowledge and skill, can take one lesson each week, with one period daily practice.

#### VI. TEACHERS' COURSE.

For those who wish to prepare to teach music, the combination of Psychology and Pedagogy with Music offers marked advantages :

1. The student will be taught music in the newest and best approved methods.

2. She will be taught how to instruct scientifically, both by precept and example.

3. Instruction in collateral subjects, the knowledge of which is essential to the highest excellence, is at hand to add the stamp of rounded culture. We deem this of special importance.

4. The musicales and lectures furnish valuable information to students, give experience of playing before an audience, and a practical knowledge of the best music, both classic and modern.

#### VII. THEORY.

PROFESSOR DAVIS.

MISS SNEAD.

An Introductory Course of one year is offered, and students will be required to pass a satisfactory examination before taking Course 1.

#### Introductory Year.

The history of notation; formation of intervals; origin and development of scales and simple harmonic chords; relationship of keys; a general survey with illustration at keyboard of rhythm, tempo, marks of expression, use of pedals, phrasing, and melodic embellishments. Twice a week through the year.

**Course 1. HARMONY.**—This course includes a thorough treatment of intervals; the principal consonant and dissonant chords in their relation to harmonic progression; modulation to related keys; the use of passing notes and suspensions; the harmonizing of a given theme, or a figured bass; practical work at keyboard and in written exercises. Twice a week through the year.

**Course 2. ADVANCED HARMONY AND COUNTERPOINT.**—A continuation of Course 1, with an enlarged development of dissonant combinations. Use of the pedal note, unrelated tones, and harmonic sequences as applied in harmonizing a given theme, and in original exercises. Harmonic counterpoint; harmonic accompaniment; practical work at keyboard and in written exercises. Twice a week through the year. This course is open to students who have completed Course 1.

**Course 3. HISTORY OF MUSIC.**—This course will give a general survey of the subject. Ancient and Greek music; the music of the early Christian Age; the development of Counterpoint and Polyphonic music; Luther's Reformation; the Italian, French and German opera; the Oratorio; the development of Instrumental music; the great Art Forms; biographies of the great composers. Twice a week though the year.

This course is open to all College students, but students are advised to take Courses 1 and 2 in Theory before taking Course 3.

**Course 4. COUNTERPOINT, FORM, AND ANALYSIS.**—This course is a development of work begun in Course 2, and includes more advanced work in Counterpoint, with thematic, rhythmic and harmonic analysis of compositions by the best composers of the classic and romantic periods. Twice a week through the year. This course can be taken after Course 2, but will be of greater benefit to students who also take Course 3 before beginning Course 4.

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## XVIII. ART.

PROFESSOR SMITH.

A large sky-lit studio is provided for this work. The purpose of the department of Art is not only to give students a knowledge of drawing and painting, but to develop their power of observation and appreciation of the true and the beautiful. The time of the student is devoted to the study of the principles that underlie all true work in art, and to their application in work of gradually increased difficulty.

It is not diverted to making decorations. The method is the same as that used now in the best art schools, such as the Art Students' League of New York, and the Académie Julian, in Paris, France, in which city the instructor studied art five years.

**HISTORY OF ART.**—This is a culture course, free to all students and elective in A. B. degree groups. The course embraces a study of Architecture, Sculpture and Painting in such a way as to familiarize the student with the systematic development of each art, in every country, from its beginning up to the present.

The class meets twice a week throughout the session. Lectures will be illustrated with lantern slides.

**TECHNICAL.**—For those seeking technical excellence, the following courses are offered. For terms, see pages 122-123.

**Introductory.** Drawing from objects and casts.

**Course 1.** Drawing from casts, heads and busts.

**Course 2.** Drawing from casts, busts and full-lengths.

**Course 3.** Drawing heads from life, draped models. Painting from still-life. Composition. Sketching.

**Course 4.** Drawing from life. Painting from still-life. Composition. Out-door sketching.

**Courses 5 and 6.** Painting from life. Composition. Out-door sketching.

The composition class meets every week, when each student brings an original drawing or painting representing her conception of the subject which has been assigned for treatment. Each composition is criticised minutely for the benefit of all, and care is taken that the students are drilled in the principles that are necessary for the foundation of good pictures.

A sketch class meets weekly during the entire year, doing rapid pen or pencil sketching from life indoors during the winter, and outdoor landscape sketching during the season suitable for such work. All art students are members of this class without extra charge. It is designed as preparatory to illustrative drawing.

Memory-sketching is used to strengthen the habit of close attention to the daily subject in hand.

Painting may be done either in pastels, oils or water colors.

A course in miniature painting is offered.

**HALF-COURSE.**—Students whose academic studies prevent them from taking full work in Art, may take half-courses. For cost of these see page 122.

**FREE-HAND DRAWING.**—A course of free-hand drawing, in which the principles of correct drawing are taught and exemplified, is offered free of extra charge to students taking literary courses.

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## XIX. PHYSICAL TRAINING.

MISS BALLOU.

In this department three classes of work are offered. The system of Anthropometry has been introduced, and each student may have special examination (including strength tests, lung capacity, etc.), and a prescription of exercises specially adapted to her individual needs.

### I. GYMNASIUM.

**Course 1. GENERAL CLASS WORK.**—A systematic course of physical training designed for natural development of the physical organs and maintenance of health. It is carefully planned for the normal student to insure steady improvement in strength, with correctness and ease of movement.

This course, which is free to all resident students, is required work during freshman, sophomore and junior years for all resident students under twenty-two years of age, and is optional for succeeding college years. The schedule is as follows:

**FIRST YEAR**—Swedish gymnastics (floor work, stall-bars, ladders and Swedish jumping), American free exercises, chest weights (Series I), clubs (elementary).

**SECOND YEAR**—American and French free exercises, wands, hand-balls, chest-weights (Series II), clubs (intermediate), Sargent apparatus work, vaulting (the bar).

**THIRD YEAR**—German free exercises, wands (advanced), foil exercises, clubs (advanced), parallel bars, vaulting (the Swedish box).

**FOURTH YEAR**—Clubs (Hoffman series), heavy gymnastics—horizontal bar, advanced work on parallel bars, rings. Delsarte. Special developing work. Chest-weights, Series III.

**Course 2. SPECIAL GYMNASISTICS.**—Exercises designed to meet the special requirements of the individual, and arranged for practice by



the student after instruction from the physical director. The use of the gymnasium and apparatus at regular periods is at the disposal of students taking this course.

**Course 3.** Private instruction in the art of fencing, designed to develop superior suppleness, vigor and grace.

## II. ATHLETICS.

Students are encouraged to participate in such out-door sports as tennis, basket-ball and boating; and for those who prefer the less vigorous exercise of walking, ample opportunity is afforded by the pleasant paths within the college grounds.

During the spring session instruction is given in track-athletics suitable for women.

## SCHEDULE OF RECITATIONS IN INTRODUCTORY AND REQUIRED COURSES.

PERIODS.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
<i>First.</i>		Mathematics, 1. Greek, 1.	Mathematics, 1. Physics, 1. Greek, 1.	Greek, 1.	Mathematics, 1. Greek, 1. Physics, 1.	Mathematics, 1. Greek, 1.
<i>Second.</i>	Latin, Introd. Ethics & Psychology	Latin, 1. Sociology. French, 1.	Latin, Introd. Ethics & Psychology French, 1.	Latin, 1. Sociology. French, 1.	Latin, Introd. Ethics & Psychology	Latin, 1. Sociology. French, 1.
<i>Third.</i>	English, 2.	English, 1. German, 2. Greek, 3.	English, 2. Bible, 1.	English, 1. German, 2. Greek, 3.	English, 2. Bible, 1.	English, 1. German, 2. Greek, 3.
<i>Fourth.</i>		French, 2. Greek, 2. English, Introd.	Philosophy, 1. English, Introd.	French, 2. Greek, 2. English, Introd.	Philosophy, 1. English, Introd.	French, 2. Greek, 2. English, Introd.
<i>Fifth.</i>	German, 1.	History, 1. German, 1.	History, 1.	German, 1.	History, 1.	German, 1.
	Dinner.	Dinner.	Dinner.	Dinner.	Dinner.	Dinner.
<i>Sixth.</i>	Laboratory Work.	Laboratory Work. Mathematics, Introd.	Laboratory Work. Mathematics, Introd.	Chemistry, 1. Biology, 1.	Laboratory Work. Mathematics, Introd.	Chemistry, 1. Biology, 1. Mathematics, Introd.
<i>Seventh.</i>	Laboratory Work.	Laboratory Work.	Laboratory Work.		Laboratory Work.	
<i>Eighth.</i>	Laboratory Work.	Laboratory Work.	Laboratory Work.		Laboratory Work.	

## EXPENSES FOR HALF-SESSION.

## I. For literary courses :

Matriculation .....	\$ 7 50
Tuition in three or more courses.....	37 50
Tuition in two courses (for those specializing in Music or Art) ..	25 00
Board, including fuel, lights, laundry, gymnasium and medical attendance .....	80 00

*Note 1.* Students taking laboratory courses in Chemistry 1, or in Biology, Mineralogy or Physics, pay a laboratory fee of \$5.00 for material and use of apparatus. For advanced elective courses in Chemistry the laboratory fee is \$10.00. The laboratory fee in Psychology is \$2.00. In Geology, \$1.00.

## II. For Music :

*Half-Course. Full-Course.*

<i>Piano</i> : Introductory course.....	\$10 00	\$18 00
Courses 1 and 2.....	15 00	27 00
Courses 3 and 4.....	18 00	32 50
Use of piano one period (50 minutes) daily....	3 00	—
Use of piano two periods daily.....		5 00
<i>Violin</i> .....		30 00
<i>Vocal</i> : Course 1 or 2 with assistant.....		25 00
Course 1 or 2 with professor .....		32 50
Course 3 or 4.....		32 50
Marchesi Class.....		20 00
Sight Singing.....		5 00
Chorus.....		5 00
<i>Theory</i> : Introductory Course.....		5 00
Course 1 or 2 .....		10 00
Course 3 or 4.....		15 00

## III. For Art: According to advancement.

*Half-Course.*

1. Courses 1 and 2.....	\$10 00	18 00
2. Courses 3 and 4.....	15 00	27 00
3. Courses 5 and 6.....		32 50

*Note 2.* Students devoting double time to Music or Art are required to take only two literary courses, for which the tuition fees are \$25.00.


## IV. Special Elocution..... 25 00

## V. Special Physical Culture :

Course 2, four in class .....	10 00
Course 3, two in class.....	20 00
Private lessons.....	32 50

## VI. Laboratory fees for students using the Scientific and Psychological laboratories (see Note 1 above).....\$1 to \$10 00

All College fees are due the first day of each half-session.

 The proportionate part of board alone will be refunded when students leave through necessity. Should a student withdraw at our instance, the proportionate part of all fees will be refunded. In no other case will any reimbursement be made.

## SUMMARY.

From the above it will be seen that the cost of the courses most usually taken is as follows:

I. For students taking the full literary course:

Tuition and Matriculation.....	\$ 45 00
Board .....	80 00
Total .....	<u>\$125 00</u>

To this add laboratory fee as above, if student takes  
Chemistry, Biology, Physics or Psychology.

II. For students who add half-Music without Theory, or half-  
Art, to the literary course:

Literary course with board as above.....	\$125 00—\$125 00
Half Music, according to advancement.....	10 00— 18 00
Use of piano one period daily.....	3 00— 3 00
Total .....	<u>\$138 00—\$146 00</u>

III. For students taking three or four literary subjects and full  
advanced course of music:

Literary course with board as above.....	\$125 00—\$125 00
Music, according to advancement.....	27 00— 32 50
Theory, according to advancement.....	5 00— 15 00
Use of piano two periods daily .....	5 00— 5 00
Total .....	<u>\$162 00—\$177 50</u>

IV. For students specializing in advanced Music:

Literary course—two subjects—and board .....	\$112 50—\$112 50
Music according to advancement.....	27 00— 32 50
Theory, advanced.....	10 00— 15 00
Use of piano three or four periods daily.. ..	7 50— 10 00
Total .....	<u>\$157 00—\$170 00</u>

V. For students specializing in Art:

Literary course—two subjects—with board.....	\$112 50—\$112 50
Art, according to advancement.. ..	18 00— 32 50
Total .....	<u>\$130 50—\$145 00</u>

The cost of any proposed course will be given upon application.

FURNITURE.—The College supplies the students' rooms with bedstead, bureau, wardrobe, washstand, chairs, mattress, pillows and



crockery. Each student should bring with her sheets, blankets, a counterpane, pillow-cases (size 36x24 inches) and towels; also one dozen napkins, her own marked napkin-ring, and any other articles of use or ornament desired for her room, such as knife, fork and spoon, pictures, etc. The rooms are finished with mouldings for hanging pictures.

LAUNDRY.—Each student is entitled to the washing of twenty *plain* pieces a week. Students can have extra pieces washed by paying for them at laundry rates.

No article will be received for the laundry which is not plainly and indelibly marked.

## TO THE WISE PHILANTHROPIST.

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The friends of the higher education of woman are earnestly requested to consider the claims of Randolph-Macon Woman's College upon their generosity. It has laid the foundation of a true college for women, broad and deep. Sufficient endowment has been secured to assure its permanence. To this benefactors may add with confidence that their gifts will not be wasted. Each contribution is made more effective by those that have preceded it, and in turn enhances their value. We ask for (1) \$100,000 additional endowment; (2) one hundred scholarships of \$100 each to aid needy and deserving students; (3) \$10,000 for additions to library and apparatus. Will not the friends of education in the South build upon this foundation a worthy colleague of the colleges for women in the North, equalling them in facilities for culture, while preserving the Southern type of womanhood?

Correspondence concerning donations should be addressed to the President. Devises and bequests should read :

"I give and bequeath to the Trustees of Randolph-Macon College, for the benefit of Randolph-Macon Woman's College," &c.

## CALENDAR.

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### COMMENCEMENT EXERCISES, JUNE, 1902.

Sunday, June 8th, 11 A. M. : Baccalaureate sermon by Rev. Jno. A. Kern, D. D., of Nashville, Tenn.

Monday, June 9th, 8:30 P. M. : Annual celebration of the Franklin Literary Society.

Tuesday, June 10th, 10 A. M. : Commencement Exercises; address by Rev. John A. Rice, D. D., of South Carolina.

8:30 P. M. : Class-Day exercises.

### FOR SESSION OF 1902-1903.

Session begins Thursday, September 11th, 1902.

Christmas vacation from Friday noon, December 19th, to Tuesday, 7:30 P. M., December 30th.

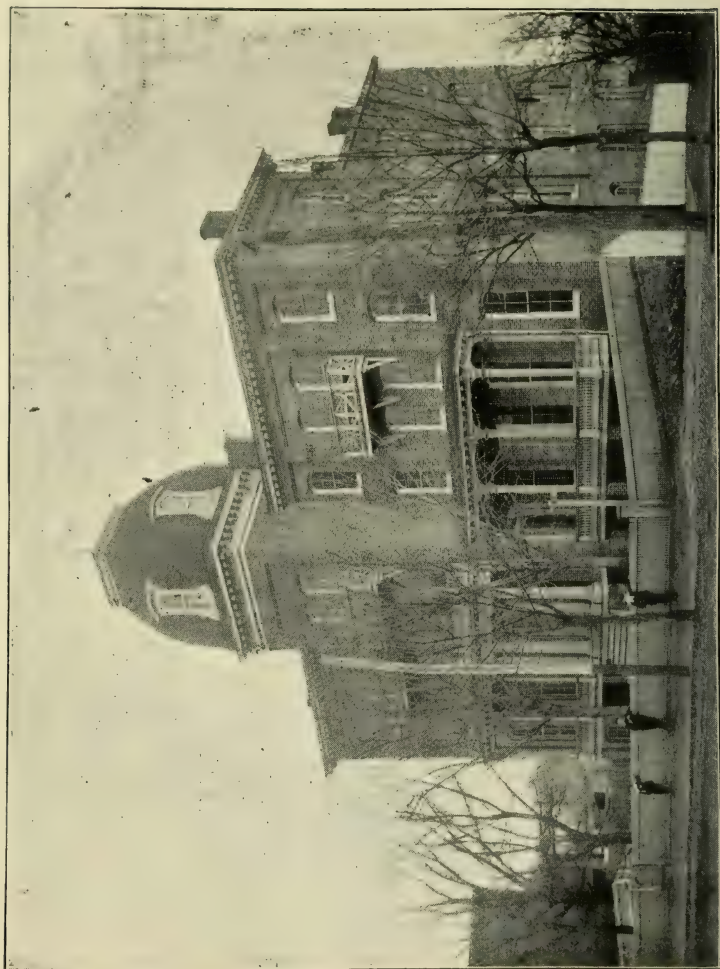
Holiday will also be given on Thanksgiving Day, and one day at Easter.

First term ends and second term begins Thursday, January 29th, 1903.

Session closes Tuesday, June 9th, 1903.







RANDOLPH-MACON INSTITUTE, DANVILLE, VA.

CATALOGUE

OF

# Randolph-Macon Institute

DANVILLE, VIRGINIA.

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*FIFTH SESSION.*

1901-1902.

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ANNOUNCEMENTS FOR

1902-1903.



# OFFICERS OF INSTRUCTION AND ADMINISTRATION.

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PRINCIPAL :

WILLIAM HOLMES DAVIS, A. B.

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CHRISTINE BURNS,

*History, Latin.*

ESTEN JENNINGS, A. M.,

*Science.*

\*ELOISE RICHARDSON, A. B.,

*Mathematics.*

MABEL H. KENNEDY, A. B.,

*English.*

WILLIAM HOLMES DAVIS, A. B.,

*Modern Languages, Latin.*

ELIZABETH GISH,

*Preparatory Department.*

MRS. SALLIE T. M. HARMANSON, A. B.,

*Mathematics.*

HENRY W. HOLMES,

*Spanish.*

---

MARTHA BURMEISTER,

*Music.*

DAKOTA GUERRANT,

*Piano.*

GERTRUDE E. HUTTON,

*Voice.*

ALMA BOULDIN,

*Art.*

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SALLIE FORREST HOLMES,

*Matron.*

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\*Deceased.



## MATRICULATES.

NAME.	PARENT OR GUARDIAN.	STATE.
Acree, Kathryn Peachey.....	E. F. Acree .....	Virginia
Adams, Mary .....	I. H. Adams, Jr. ....	Virginia
Allen, Lucy Anderson.....	J. J. Allen.....	Virginia
Allen, Rebecca Jeter.....	J. J. Allen.....	Virginia
Bagby, Jennie.....	J. T. Bagby.....	Virginia
Bagley, Elizabeth Garland.....	E. G. Bagley.....	Virginia
Ballard, Nena Parker.....	B. W. Ballard.....	North Carolina
Beadles, Louise.....	Dr. E. P. Beadles.....	Virginia
Bell, Stella Nancye.....	J. R. Bell.....	Virginia
Bendall, Margaret.....	I. S. Bendall.....	Virginia
Bethell, Mary Hunter.....	J. W. Bethell.....	North Carolina
Boisseau, Mary Wicks.....	P. H. Boisseau.....	Virginia
Boney, Laurie May .....	R. K. Boney.....	Louisiana
Bouldin, Hattie Lewis.....	E. E. Bouldin.....	Virginia
Bowen, Bithie.....	Miss Fitzgerald.....	Virginia
Bragg, Pattie Elizabeth.....	Dr. R. W. Bragg.....	Florida
Bragg, Eugie Maud.....	Dr. R. W. Bragg.....	Florida
Bransford, Daisy Leigh.....	Rev. L. P. Bransford.....	Virginia
Carter, Annie Redd.....	J. W. Carter.....	Virginia
Carter, Bessie Dickenson.....	J. T. Carter.....	Virginia
Carter, Mary Anthony.....	Rufus Carter.....	Virginia
Carter, Nannie Ballard.....	Rufus Carter.....	Virginia
Conroy, Theresa Ernestine.....	Mrs. Constance Conroy.....	Virginia
Conway, Annie Lillian.....	A. C. Conway.....	Virginia
Cosby, Lucie Virginia.....	Mrs. Charles Cosby.....	Virginia
Cox, Mary.....	Mrs. S. Y. Gilliam.....	Virginia
Dickenson, Christine Kate.....	Dr. — — Dickenson.....	Virginia
Dickenson, Mary Park.....	J. C. Dickenson.....	Virginia
Dixon, Blanche Evaline.....	E. W. Dixon.....	Virginia
Eanes, Marion Guerrant.....	H. O. Eanes.....	Virginia
Edwards, Lillian Agnes.....	Rev. W. H. Edwards.....	Virginia
Edwards, Mary Demoville....	Rev. W. H. Edwards.....	Virginia
Epperson, Virginia.....	Mrs. Constance Conroy.....	Virginia
Estes, Lula May.....	M. K. Estes.....	Virginia
Estes, Ethel Randolph.....	M. K. Estes.....	Virginia
Evans, Ruth Leland.....	J. W. Evans.....	North Carolina
Flaherty, Lucie Shields.....	J. W. Flaherty.....	Virginia
Gayle, May Louise.....	Rev. R. F. Gayle.....	Virginia
Gayle, Sallie.....	Rev. R. F. Gayle.....	Virginia
Green, Janet.....	Judge Berryman Green.....	Virginia
Guerrant, Katie Green.....	W. B. Guerrant.....	Virginia

NAME.	PARENT OR GUARDIAN.	STATE.
Haden, Anne Brown.....	L. C. Haden.....	Virginia
Hall, Happy Jessie.....	Rev. J. C. Hall.....	Virginia
Harvie, Ellen Blair.....	Dr. L. E. Harvie.....	Virginia
Haskins, May Harriet.....	Mrs. G. W. Swain.....	Virginia
Hines, Mabel.....	W. A. Hines.....	Virginia
Hodges, Margaret.....	T. L. Hodges.....	Virginia
Hopewell, Lou.....	A. J. Hopewell.....	Virginia
Jones, Helen Merrill.....	N. M. Jones.....	Illinois
Jones, Grace.....	E. K. Jones.....	Virginia
Kilgour, Ellen.....	Mrs. F. S. Kilgour.....	Maryland
Land, Mattie Jones.....	N. J. Land.....	Virginia
Lash, Bessie.....	L. L. Lash.....	Virginia
Lea, Gladys.....	G. A. Lea.....	Virginia
Ledbetter, Mae Wightman.....	Rev. B. E. Ledbetter.....	Virginia
Lee, Olive.....	Mrs. E. Lee.....	Pennsylvania
McClain, Lucilia.....	Mrs. — — McClain.....	Virginia
Medernach, Marjie.....	Mrs. Medernach.....	Virginia
Miller, Charlotte Johnston.....	H. R. Miller.....	Virginia
Moorman, Nannie.....	W. L. Moorman.....	Virginia
Moseley, Nora Eddie.. ..	E. G. Moseley.....	Virginia
Motley, Pearl Cousins.....	B. S. Motley.....	Virginia
Noell, Marion Will.....	C. D. Noell.....	Virginia
Noell, Gray.....	Walter Noell.....	Virginia
Orgain, Jessamine.....	Mrs. E. P. Orgain.....	Georgia
Pace, Elizabeth.....	James Pace.....	Virginia
Pairo, Lucille Virginia.....	J. L. Pairo.....	Virginia
Parham, Grace Alfrend.....	E. R. Parham.....	Virginia
Parker, Mary Sue.....	G. H. Parker.....	Virginia
Patton, Kate Ross.....	Mrs. J. A. Patton.....	Virginia
Patton, Blanche Lacy.....	Mrs. J. A. Patton.....	Virginia
Peake, Julia Gertrude.....	Mrs. Sarah Peake... ..	Virginia
Peatross, Anne Lisbeth.....	R. W. Peatross.....	Virginia
Potts, Addie May.....	Rev. T. N. Potts.....	Virginia
Rhorabough, Effie Estella....	B. B. Rhorabough.....	West Virginia
Rhorabough, Nora Mabel.....	B. B. Rhorabough.....	West Virginia
Rison, Kathryn.....	J. F. Rison.....	Virginia
Rives, Nellie.....	B. A. Rives.....	Virginia
Rives, Kathryn.....	B. A. Rives.....	Virginia
Robertson, Marie Genevieve.....	Mrs. A. C. Robertson.....	Virginia
Robinson, Mabel India.....	Dr. W. L. Robinson.....	Virginia
Schoolfield, Kathryn Bland .....	E. A. Schoolfield.....	Virginia
Schoolfield, Lucille Dillard.....	J. E. Schoolfield.....	Virginia
Simpson, Janie Blanche.....	Rev. T. McN. Simpson.....	Virginia
Simpson, Mary Turner .....	Rev. T. McN. Simpson.....	Virginia
Stephens, Ruth.....	I. W. Stephens.....	Texas
Swain, Grace Lynn .....	G. W. Swain.....	Virginia
Talbott, Olivia .....	Frank Talbott .....	Virginia

NAME.	PARENT OR GUARDIAN.	STATE.
Taylor, Martha.....	H. L. Lanier.....	Virginia
Taylor, Rosa Lucine.....	Rev. T. J. Taylor.....	Virginia
Thomas, Lillie Pearle.....	W. E. Thomas.....	Virginia
Thornton, Blanche Bettie.....	J. H. Thornton.....	Virginia
Townes, Virginia.....	F. W. Townes.....	Virginia
Townes, Elinor.....	W. T. Townes.....	New York
Vass, Madge.....	H. F. Vass.....	Virginia
Vass, Nellie Primrose.....	H. F. Vass.....	Virginia
Waddill, Emilie Wight.....	S. P. Waddill.....	Virginia
Waitt, Louis Albertine.....	G. N. Waitt.....	Virginia
Walker, Emily Hunt.....	Mrs. Kate D. Walker.....	North Carolina
Walker, Frances Bland.....	Mrs. F. S. Walker.....	Virginia
Walthall, Ruth Permelia.....	Herbert Walthall.....	Virginia
Walton, Mabel Lee.....	M. L. Walton.....	Virginia
Wells, Olive May.....	S. B. Wells.....	Texas
Wheatley, Katie Lucile.....	F. H. Wheatley.....	Virginia
White, Elizabeth Tunstall... ..	W. I. White.....	Virginia
Wilkins, Janie Bransford.....	A. E. Wilkins.....	Virginia
Williams, Mary Kinney.....	J. W. Williams.....	Virginia
Williamson, Edith.....	T. S. Williamson.....	Virginia
Wilson, Helen Averett.....	G. O. Wilson.....	Virginia
Wilson, Mary Deborah.....	J. H. Wilson.....	Virginia
Yates, Pearl Augusta.....	J. R. Yates.....	Virginia

## ANNOUNCEMENTS.

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### GENERAL INFORMATION.

**Co-operation.** The school solicits the patronage of no one who lacks confidence in its ability to direct aright. The Principal regards every student as a sacred trust, and he is unwilling to undertake the training of any young woman whose parents or guardians cannot give him their confidence. In order to do the greatest good, the student must be made to feel this confidence. The school and the home must co-operate.

**Field.** The Institute is the stepping-stone between the dependent life at home and the independent life in the world, and its peculiar work is the strengthening of the character and the formation of habit. It wishes to take the training of the Christian mother and apply this to practical life. Prompt and systematic discharge of duty is believed to be necessary for the most useful life. There is no such thing as a little duty. It is necessary to have a thorough, genuine course of study, but more necessary to lay the foundation for a genuine life. The usefulness of an institution depends not upon the course of instruction as outlined in the catalogue, but upon the way in which the instruction is given.

**History.** The corporators of the Danville College for Young Ladies, assisted by other friends of education, have presented to the Randolph-Macon Board, free from all incumbrance, the excellent building of that institution for the purpose of establishing an Institute for the academic education of girls and young ladies in the usual subjects of a good seminary, and to prepare those who shall be able to prosecute their education further, for advanced classes of the Randolph-Macon Woman's College or any such institution. Considering that this work would be valuable in itself, and that it would constitute a logical extension of the Randolph-Macon system by providing an institution occupying a similar relation to the Woman's College, as is sustained by the Academies to the College at Ashland, the Trustees, on the 17th of June, 1897, accepted the offer, and have organized the institution with a Faculty and Course of Instruction as set forth in the following pages. Since then over \$7,000 has been spent on interior improvements.



**Location.** It would be a difficult matter to select a place which is better suited to become an educational centre. Danville, Virginia—the seat of the Institute—is an old Virginia town, which has for years proved to be one of the healthiest in the State. The Atlantic coast is about two hundred miles distant, and the Blue Ridge Mountains are in view. The railway facilities are of the best. In addition to being on the main line of the Southern Railway, Danville is the terminus of two branch lines of this system and is a terminal of the Danville & Western Railway.

**Building.** The building is situated on upper Main street, and is in the most attractive part of the city. No one could fail to notice the large four-storied brick structure. Attractive in appearance, it is well suited for its work, and improvements made within the past two years make it a model *home* for young ladies. The fact that the best work cannot be done without the aid of comforts is recognized, and electricity, gas, hot and cold water, steam heat and improved furniture are to be had here. Our electric bells and speaking tubes are great helps.

**Life.** Not claiming to do collegiate work, the Institute must have within its walls young ladies in the formative period of their lives. Assuming that the young girl is not mature, an effort will be made to aid her in forming those habits which make her a more useful woman. There will be a time for the performance of each duty. There are three ways of doing work—grudgingly, indifferently, cheerfully. Work is done cheerfully where there is cheerfulness in the home. Attention is called to announcements on pages 148–149.

**Gymnasium.** Classes will meet in the gymnasium three times each week and take exercise under the direction of the instructor. This is free of charge to all boarding students, and every one of these is required to take the course unless excused by parent or guardian.

On table in chapel are kept dictionaries and cyclopædias for reference work. The library has about three hundred well selected books.

**Lectures, etc.** During the year the students have had the benefit of free lectures, recitals, and other entertainments of an instructive nature, an opportunity which even the most indifferent pupil is encouraged to appreciate. Realizing the educative influence, of a bright, attractive home-life, each teacher lends her time and talent to this part of the work, individually and collectively.

**Life in the  
Home.**

Receptions for the household only are held in the parlors, at which the young ladies are taught the usages of cultured society, and an effort made to teach them the difference between ephemeral amusement and real pleasure which may be edifying and uplifting. When deemed advisable, guests invited by the faculty are entertained, but we believe that too much of this diverts the attention from the great work in hand.

The "Sewing Hour" is an important factor in our routine. On Saturday afternoon the young ladies bring their sewing or embroidery to the reading room, and after opening the "Blunder Box," in which have been deposited errors of every description, the presiding teacher makes necessary corrections, and then reads to them a suitable selection which they afterwards criticise.

Besides this, there is a "Quiet Hour" on Sunday afternoon, when each one is required to stay in her room until a certain time. During this period no visiting is allowed, nor any noise permitted, as even school girls need time for quiet thought.

**Discipline.** As in all the Randolph-Macon institutions, the students are expected to do the right cheerfully, and an effort will be made to make the right so attractive that they will realize its beauty. Ninety per cent. can be led, ten per cent. *may* have to be driven. Here the ten will not be driven until it has become evident that they cannot be led. The students must realize the intense interest the teachers take in them. The greatest good can be obtained by co-operation. The right will be upheld by teachers and students.

**Religious Ex-  
ercises and  
Advantages.**

Recognizing religion as essential to proper education, the Principal and Faculty will make every effort to promote the formation and development of Christian character in the pupils committed to their charge. While the institution will be conducted under the auspices of the M. E. Church, South, the denominational preferences of patrons and students are respected, and no proselyting influence will be allowed. The daily sessions will be opened with appropriate religious exercises in the Institute chapel.

There are churches of all the leading denominations in Danville. Pupils who board in the Institute will attend the church designated by parents or guardians, or, if none is designated, some convenient church under the care of an officer of the school. *It is not desired that any pupil regularly attend church of different denomination from that at-*

*tended at home.* To change is not thought best. Attendance at night is optional, and is permissible only when the students go in a body under the care of the Principal or some one designated by him.

Under the auspices of the Young Women's Christian Association are held prayer-meetings each week, meetings for the systematic study of the Bible, etc., and great good is done.

**Examinations and Reports.** Two examinations are held in each class during the session. It is by the result of these chiefly, in connection with the average grade of daily recitations, that the question of advancement from one class to another is determined.

Reports are sent to patrons, showing the average grade of daily recitations and the general deportment of the student. Patrons will render an important service by making the reports the occasion for commendation and encouragement or admonition and advice to the student, as may seem necessary from time to time.

**Honors.** Honors in the Academic Department are of four kinds, as follows:

I. **CERTIFICATES OF DISTINCTION.**—A Certificate of Distinction is awarded to each student who attains eighty per cent. of the examination values in any class below the highest of any subject.

II. **CERTIFICATES OF PROFICIENCY.**—A Certificate of Proficiency is awarded in any subject to each student who has satisfactorily completed the whole work of that subject.

III. **SPECIAL MENTION.**—Special mention and record is made of each student who passes all her examinations with an average of ninety-five per cent.

IV. **FULL GRADUATE.**—Each student who completes the full course of study as given in the five Academic forms on page 139 is declared to be a GRADUATE OF RANDOLPH-MACON INSTITUTE.

## COURSES OF INSTRUCTION.

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General outline of the course is given on pages 140 to 147. As will be seen, the course in the Preparatory Department covers five years—beginning practically with kindergarten work. The course in the Academic Department covers five years. The arrangement of work by years is advisory and not obligatory. This is considered best, but can be varied to suit the individual needs.

For graduation, the student must successfully complete the work in Mathematics, English, Latin, Science, History, and two years' work in one of the three optionals—Greek, French, German. A graduate is prepared to undertake work in any one of our colleges for women.

For those deficient in orthography and penmanship courses are provided. These subjects do not appear in the outline of Academic Department. Neglect of these may cause failure in English and in this way cause the student to fail to graduate.



## PREPARATORY DEPARTMENT.

STUDIES.	FIRST YEAR.	SECOND YEAR.	THIRD YEAR.	FOURTH YEAR.	FIFTH YEAR.
<i>English.</i>	Primer. First Reader. Language—Expression of Thought.	Second Reader. Third Reader. Supplementary reading: Language—Elements of Composition, Punctua- tion and Dictation.	Fourth Reader. Supplementary reading: Language—Continua- tion of work of pre- ceding year. Begin Parts of Speech.	Fifth Reader. Supplementary reading: Grammar. Parts of Speech. Analysis. Dictation. Composition.	Sixth Reader or equiva- lent. Supplementary reading: Grammar.
<i>History.</i>	Stories of Primitive People.	Stories of the Races. Stories from American, Greek and Roman History.	Beginning of American History. The Story of the Greeks	History of Virginia.	History of U. S.
<i>Mathematics.</i>	Small combinations of the four processes.	Four processes. Simple Fractions and Problems.	Formal Arithmetic through Compound Numbers.	Compound Numbers— through Percentage. Form Work.	Higher Arithmetic to Percentage.
<i>Science.</i>	Nature Study.	Nature Study. Records kept.	Nature Study. Records kept. Geography. Field Work.	Higher Geography. Field Work. Records kept.	Continuation of work of preceding year.
<i>Spelling.</i>	Oral and Written Spelling. Phonics.	Same.	Continued.		

## ACADEMIC DEPARTMENT.

STUDIES.	SIXTH YEAR.	SEVENTH YEAR.	EIGHTH YEAR.	NINTH YEAR.	TENTH YEAR.
<i>Mathematics.</i>	Arithmetic. Form Work.	Algebra. Concrete Geometry.	Algebra. Geometry.	Higher Algebra. Geometry.	Algebra. Geometry. Trigonometry.
<i>English.</i>	Grammar. Exercises. Parallel Reading.	Grammar. Grammatical Analysis Exercises. Parallel Reading.	Rhetoric. Analysis. Exercises. Parallel Reading.	Rhetoric. Composition. Literature. Parallel Reading.	Practical Rhetoric. Analysis. Parallel Reading.
<i>Latin.</i>	Grammar. Exercises. Easy Translation.	Grammar. Exercises. Four books Caesar.	Grammar. Exercises. Sallust's Cataline. Cicero.	Grammar. Exercises. Virgil. Cicero.	
<i>History.</i>	U. S. History.	English History.	Ancient History.		Medieval History.
<i>Science.</i>	Nature Study.	Physiology. Physical Geography.	Botany. Physical Geography.	Physics.	Chemistry.
<i>Greek.</i>				Grammar. Exercises. Easy Translations.	Grammar. Exercises. Translation.
<i>French.</i>		Grammar. Pronunciation. Exercises. Easy Translation.	Grammar. Composition. Translation.	Grammar. Composition. Translation.	
<i>German.</i>		Same as French.	Same as French.	Same as French.	

## I. PREPARATORY DEPARTMENT.

The aim of true education is character building, and, that our pupils may have the strength that grows only from a solid foundation, a primary department is provided. In this department the most approved methods of the day are used to teach the child how to study and to train the mind how to think clearly.

By arousing an interest in nature and the world around, the pupils are led to habits of close observation.

It is an antiquated idea that school-work is not attractive. The best modern school-work is interesting, and the children love it as they love their play. Primary work is a failure unless it is capable of arousing interest in the children.

Our Course of Study includes the following branches : Number and Form Work, Reading, Phonics, Spelling, Geography, Nature Study, History of Virginia, Language, Writing, Drawing, Modelling, and Sight Singing.

TEXT-BOOKS—Hiawatha Primer. Ward's Primer. Readers : Stepping Stones to Literature, and Ward's Reader. Geographies : Frye's Elements, Frye's Complete. History : Smithy's History of Virginia. White's Arithmetic. Writing : Newland & Row's Vertical Writing Books. Language : No text placed in the hands of the pupils.

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## II. ACADEMIC DEPARTMENT.

### I. ORTHOGRAPHY.

This subject is regarded as very important, and no student is excused from it until she has passed a satisfactory examination. The course is begun with the simplest words in the language. Careful attention is given to pronunciation and to definition. The recitations are from dictation.

### II. PENMANSHIP.

Heath & Co.'s Vertical Copy Books are used, and those needing training in penmanship use these as guides. Fifteen minutes daily is given to this practice.

### III. GEOGRAPHY—READING.

A one-year course.

TEXT-BOOKS—Frye's Complete Geography; Stepping Stones to Literature.

#### IV. ENGLISH.

**FIRST YEAR.**—Thorough study of the parts of speech and inflection; analysis of sentences; syntax. Weekly themes. Reading: *The Sketch Book*; *The Vision of Sir Launfal*; *The Lady of the Lake*; *The House of the Seven Gables*. Although some of these selections will be used for analysis, the chief purpose of the course will be the formation of a taste for good literature.

**TEXTS**—Whitney's *Essentials of English Grammar*; Butler's *Lessons in English*.

**SECOND YEAR.**—Review of grammatical forms; introduction to rhetoric; exercises for application of the principles found in the texts. Weekly themes. Reading and study: *Pilgrim's Progress*; *Ivanhoe*; *The Merchant of Venice*; *L'Allegro, Il Penseroso*, *Lycidas*, *Comus*; *The Ancient Mariner*.

**TEXTS**—Buehler's *Practical Exercises in English*; other texts to be chosen.

**THIRD YEAR.**—*Elements of Rhetoric*: diction, phraseology, style; especial study of the sentence as the foundation of composition. Exercises and composition for the practical application of the principles in analysis and synthesis.

Pancoast's *American Literature*, with careful study of *The Last of the Mohicans*; Macaulay's *Essays on Milton and Addison*; *The Vicar of Wakefield*; *The Sir Roger de Coverley Papers*; *Julius Cæsar*.

**TEXT**—Genung's *Outlines of Rhetoric*.

**FOURTH YEAR.**—*Rhetoric*: study of the paragraph; structure of the composition; description; narration; exposition; argumentation.

Pancoast's *English Literature*, with careful study of *Speech on Conciliation with America*; Carlyle's *Essay on Burns*; *The Princess*; Pope's *Iliad*, Books I, VI, XXII and XXIV; *Silas Marner*.

**TEXT**—Genung's *Outlines of Rhetoric*.

**FIFTH YEAR.**—The aim in this year is to give those who do not expect to attend college some idea of paragraph and essay form, and as much practice in composition as the time will permit. Study will be made of a period in the history of English literature: \* 5 A. (a) Chaucer; (b) The Elizabethans; (c) Milton. 5 B. (a) The Romantic Movement; (b) Tennyson, Browning.

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\* Course 5 A will alternate with 5 B.



## V. LATIN.

The foundation of language culture is laid in Latin. In the lower classes a thorough knowledge of the forms and of the elements of Syntax is given, accompanied by easy translation. As the students advance, they are drilled in Syntax and in analysis of texts read. A prominent place is given to the rendering of English into Latin. There are five classes.

FIRST YEAR.—Thorough study of Forms. Oral translation and written exercises.

TEXT-BOOK—*Bellum Helveticum*.

SECOND YEAR.—Continued study of forms. Syntax of the Simple Sentence. Translation and exercises.

TEXT-BOOKS—Bingham's Grammar; *Cæsar*.

THIRD YEAR.—Review of Forms. Syntax of the Compound Sentence. Translation and exercises

TEXT-BOOKS—Gildersleeve's Grammar and Exercise Book; Sallust's *Cataline* and Cicero's *Orations*.

FOURTH YEAR.—Comprehensive review of Syntax. Translation and exercises.

TEXT-BOOKS—Gildersleeve's Grammar and Exercise Book; Cicero's *Orations* and Virgil's *Æneid*.

## VI. GREEK.

Greek may be studied as a substitute for French or German.

FIRST YEAR.—Study of the Grammar with written Exercises. The reading of easy Greek begun during the second term.

TEXT-BOOKS—White's *Beginner's First Greek Book*; Xenophon's *Anabasis*.

SECOND YEAR.—Continued study of the Grammar. Written Exercises. Reading of easy Prose and Poetry.

TEXT-BOOKS—Xenophon's *Anabasis* completed; Homer's *Iliad*.

## VII. GERMAN.

This subject should not be taken up until the student has completed work of first year in Latin.

FIRST YEAR.—The reading method is used. After sufficient preliminary drill in pronunciation, thorough instruction will be given in elementary grammar, and easy selections from modern prose authors will be read. The grammatical instruction of this year will aim to

give familiarity with the rudiments of grammar, especially the following: the declension of articles, adjectives, pronouns, and such nouns as are readily classified; the conjugation of weak and the more usual strong verbs; the commoner prepositions; the simpler uses of the modal auxiliaries, the rules of syntax and word order.

TEXTS—Joynes-Meissner's Grammar; Schiller's *Jungfrau von Orleans*; Exercises.

SECOND YEAR.—In this year, while the drill in grammatical forms will be steadily kept up, the reading pace will be quickened, and facility and accuracy of translation sought by means of copious reading of modern German.

TEXTS—Joynes-Meissner's Grammar; Schiller's *Wilhelm Tell*; Selected Classics. Exercises.

THIRD YEAR.—German history and more extended translation.

TEXTS—Selections from Goethe, Heine, Lessing.

## VIII. FRENCH.

FIRST YEAR.—Reading method is used. After a few weeks spent in the necessary work in grammar and pronunciation, translation is taken up, and from this point grammar and pronunciation are taught from the translation as a basis. As in German, so in French, the work presupposes a year's work in Latin.

TEXTS—Whitney's Grammar; *Tableaux de la Révolution Française*.

SECOND YEAR.—Continuing work of first year, but paying more attention to the structure of the language. Irregular verbs, prepositions, subjunctives, etc., receive special attention.

TEXTS—Whitney's Grammar; *Tableaux de la Révolution Française*; *La Société du Septième Siècle*. Composition.

THIRD YEAR.—French history and outline of literature, with selections from Molière, Racine, Corneille.

TEXTS—Whitney's Grammar; Montgomery's *Leading Facts in French History*; *Histoire de la Littérature Française* (Duval). Selected classics. Composition.

## IX. HISTORY.

In addition to preparing students to enter college, the course in History has in view a two-fold object. It would impart such a knowledge of the events of the past and the lines along which our civilization has developed as is necessary for all educated persons; and it would arouse an interest in the subject and indicate the best methods by

which an intelligent reader may gratify this interest, even when lacking the assistance of an instructor. Each class recites five times a week and reports fortnightly on additional reading, which is prescribed by the instructor.

First Year—History of the United States (Lee's).

Second Year—Montgomery's Leading Facts in English History.

Third Year—Myer's Ancient History.

Fourth Year—(a) Duruy's History of Middle Ages; (b) Duruy's History of Modern Times.

## X. PSYCHOLOGY, LOGIC, ETHICS.

This course is designed for advanced students who do not expect to go on to College. Psychology, Logic and Ethics are taught.

TEXT-BOOKS.—Hopkin's Outline Study of Man; Jevons' Logic; Hopkin's Law of Love.

## XI. MATHEMATICS.

The aim of this work is, primarily, to develop in the students the power and habit of original thought, to accustom them to original construction and invention, to impart habits of accurate observation, and to develop as much as possible the ability to concentrate the attention and to reason logically. Secondarily, the aim is to familiarize the student with some of the simpler mathematical disciplines. The courses in Algebra and Geometry are kept parallel in order that as long a time as possible may be afforded for the operation of each form of training.

FIRST FORM.—*Arithmetic*: A thorough review of the subject, emphasizing the *reasons* for all the various processes taught. This work presupposes primary training in which the elements of Arithmetic have been thoroughly taught.

TEXT-BOOKS.—Colaw & Elwood's Written Arithmetic; Wentworth's Advanced Arithmetic.

SECOND FORM.—(a) *Algebra*: The Fundamental Operations with Equations and Problems involving each; Simple Equations not involving Fractions; Factoring; Greatest Common Divisor; Least Common Multiple; Fractions, Simultaneous Equations.

(b) *Concrete Geometry*: Lines, Surfaces and Solids are taught concretely, and inventional work in drawing, cutting and modeling are given. Toward the end of the course, the pupils are gradually introduced to formal demonstration. No text-book is used.

TEXT-BOOK.—Wells' New Higher Algebra.

THIRD FORM.—(a) *Algebra*: The work of the preceding year is reviewed from a higher standpoint. In addition to this, Involution, Evolution, Radicals and Quadratic Equations are taught.

(b) *Geometry*: Plane Geometry.

This class meets five times a week.

TEXT-BOOKS.—Wells' New Higher Algebra; Wentworth's Revised Geometry.

FOURTH FORM.—(a) *Higher Algebra*.

(b) *Solid Geometry and Plane Trigonometry*. This class meets five times a week.

TEXT-BOOKS—Wentworth's College Algebra; Wentworth's Revised Geometry; Bowser's Trigonometry.

## XII. SCIENCE.

The course of instruction in this subject is arranged with a view to affording the student an intelligent acquaintance with the various phenomena of nature and also to develop her power and habits of observation. These results cannot be accomplished by merely studying a text-book, but it is very necessary that the student herself work in the laboratory, and accordingly apparatus will be supplied, so that this practical work can be done. The classes taught are arranged as follows :

FIRST YELR.—Bert's First Lessons in Science.

SECOND YEAR.—(a) Blaisdell's Physiology; (b) Davis's Physical Geography.

THIRD YEAR.—(a) Davis's Physical Geography; (b) Bergen's Botany; Gray's Manual.

FOURTH YEAR.—Gage's (Introduction to) Physics.

FIFTH YEAR.—Remsen's Chemistry.

The experimental method is used in each class.

## XIII. MUSICAL DEPARTMENT.

This Department of the Institute affords superior advantages for the study of Music—Instrumental, Vocal and Theoretical—either exclusively or with other studies.

It is the aim of those having it in charge to arrange the course of study with a view to maintaining a high standard of musical taste, and to give each student a thorough knowledge of all branches undertaken, rather than, as is too frequently the case, a superficial knowl-



edge of a few pieces of music. The instruction is according to the latest and very best methods.

Facilities are afforded for practicing, the institution being well supplied with good instruments. Each student taking piano is required to practice one and a half hours daily.

#### PIANO-FORTE.

In the study of this instrument, particular attention is paid to the development of a truly musical touch. Careful consideration is given to every detail of Technic.

While no pains will be spared to make the student familiar with the works of the best modern composers, it will at the same time be the endeavor of the teachers in charge of this department to cultivate a true appreciation of the productions of Bach, Mozart, Haydn, Beethoven, Chopin, Mendelssohn, and other composers of high rank.

#### VOCAL MUSIC.

The instruction in Voice Culture embraces careful training in the control of the breath, and in the production of a pure tone and distinct articulation.

In connection with the standard vocalises, songs by the best writers are constantly used.

Sight singing and chorus classes will be organized to suit the needs of the pupils.

#### HARMONY, THEORY AND HISTORY.

Practical application of the principles of Harmony and Theory will save much time to the pupil in either Vocal or Instrumental Music, and all are advised to devote some time to these branches, either privately or in limited classes. Musical History may be taken in connection with the Theory of Music.

#### FREE ADVANTAGES.

All music students, either Vocal or Instrumental, are required to attend the classes in Elementary Theory and Ear-training, unless excused for special reason, until they have acquired the ability to recognize instantly all the different intervals, the major and minor scales, simple triads and chords of the seventh in their various inversions and their use as arpeggios.

Students acquiring a certain proficiency are required to make special preparation for appearance in public, thus cultivating self-

possession and ease before an audience, an important requisite for all those who aim at perfection. Distinctions are awarded in the courses of music as in other subjects.

#### XIV. ELOCUTION.

Instruction will be given in Elocution if a sufficient number of pupils wish this.

#### XV. ART DEPARTMENT.

The study of Art will be helpful as long as there are beauties of nature. Art teaches close observation. Close observation reveals God. The students are taught not to love art for its own sake, but because it ennobles life. Thorough and helpful instruction will be given in the various branches of Art. The Art Room is well ventilated and lighted and supplied with models and necessary furniture.

#### XVI. PHYSICAL CULTURE.

No wise educator will attempt to train and cultivate the mind, without, at the same time, making some provision for the training and development of the physical powers of the student. This physical culture is now regarded as a most essential element of education, as it not only gives to the body a healthy and vigorous growth, which is so necessary to the best mental work, but also imparts grace and elegance to the carriage and all the movements of the person. Every student is urged to take advantage of the scientific and systematic course of Physical Culture that is provided. It is required of boarders unless prevented by special reason.

## MISCELLANEOUS ANNOUNCEMENTS.

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We do not wish your patronage without your confidence.

### Domestic Arrangements.

The students and teachers form one household. Every needed attention will be given to the health and comfort of students, and they may be assured of receiving that counsel and sympathy which their circumstances require.

The entire home department of the school, faculty and students, eat from the same tables at the same time.

All the exercises of the institution and all the boarding arrangements are under one roof. Thus the young ladies are never subject to exposure in bad weather in attending to their several duties.

In case of sickness pupils will receive the most careful attention, and every available means will be used to promote their restoration to health. Patrons will be promptly notified of the facts by mail or telegraph when necessary. In the absence of such notification from the Principal they may rest assured there is no cause for uneasiness.

### Regulations.

Experience has proved that young ladies cannot properly study and go into society at the same time. Those are generally the best students who make and receive the fewest calls. Under ordinary circumstances visitors will not be received by pupils during school or study hours, nor on Sunday. Visitors are not received in private rooms, except in case of sickness. Students are not allowed to receive attention from gentlemen. This regulation is in force from the time the pupil enters the Institute building, or care of the Principal, until she is on board the cars for home, or under the care of parents or guardian, or some duly authorized representative, when the responsibility of the Principal ceases. Social questions are of so delicate and difficult a nature that the Principal cannot undertake to decide them; and he cannot assume the responsibility of guarding from objectionable influences pupils passing beyond his supervision.

Boarding pupils when leaving the Institute grounds will be attended by a teacher or officer of the school. *They are not permitted to spend the night out of the Institute.*

Visits may be made to relatives once in two weeks when written permission of parent or guardian is given for the place. Patrons should not give permission to spend holidays in town without first consulting the Principal.

*Special privileges are given as reward of work and deportment.* The earnest and thoughtful girl will not be placed under restrictions necessary for the giddy, thoughtless girl. *Privileges are withdrawn as a result of late return after holidays.*

Each article of clothing must be plainly marked in writing with the owner's name in full. *Pupils are not expected to bring evening dresses cut low at neck or with short sleeves.* The number of dresses should be limited. The inconspicuous outfit is desired.

The dormitories will be inspected daily. It is required that they be kept in order by the occupants with the assistance of the servants. This easy requirement secures to pupils a training invaluable as an aid toward the formation of habits of neatness and order so useful in after life.

Each table in the dining-room will be presided over by one or more officers or teachers.

Each pupil should be provided with overshoes, umbrella and gossamer, sheets, blankets, pillow cases, a counterpane, napkins and towels.

Each pupil should bring a spoon, knife and fork, for use in her room when she is sick.

Communications from parents or guardians in reference to pupils should be made *directly* to the Principal. *Telegrams should be sent to Principal, and not direct to pupil.*

Patrons should not ask that any regulation be broken for any pupil. Such requests cannot be granted without breaking faith. The patron has a right to expect regulations to be kept. One who cannot work harmoniously with the household should withdraw. *To this end patrons should read regulations before entering pupils.*



## CHARGES PER TERM OR HALF-SESSION.

## PAYABLE IN ADVANCE.

## FOR DAY STUDENTS.

Preparatory Department.....	\$ 20 00
Academic Department.....	30 00
Instrumental Music (Advanced).....	25 00
Instrumental Music (Elementary).....	15 00
Vocal Music.....	25 00

## FOR BOARDING STUDENTS.

Board (including fuel, washing, lights, etc.) and tuition in Academic Department* .....	105 00
Music and Piano Practice.....	30 00

## FOR EITHER DAY OR BOARDING STUDENTS.

Singing Class.....	\$ 5 00
Harmony and Theory of Music, in class†.....	7 50
Use of Piano or Organ 1½ hours daily.....	5 00
Elocution, in class .....	5 00
Elocution, private lessons.....	15 00
Physical Culture‡.....	5 00
Drawing.....	10 00
Painting.....	20 00

The charges are the same to every one, according to outline in this catalogue. We have no special terms.

Pupils studying any foreign language, but otherwise in preparatory work, are classed in Academic Department.

A deposit of \$5 to \$10 should be made for books and stationery. This is held subject to the student's order. To reduce this expense as much as possible, the student should bring with her all the books she may have that are likely to be of use. *Pupils should not run bills except for books or medicine.*

As at all Randolph-Macon institutions, the tuition fee in the literary department is remitted to ministers of the two contributing conferences, and one-half of this to ministers of all denominations in Danville.

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\*When payments in full are made within the first week of each term the charge for the second term is \$95. The entire cost of board and literary tuition will thus be reduced to \$200. This reduction cannot be made when payments are later than time stated here.

†Elementary free to regular students in music.

‡Free to boarding pupils.

Should a student leave without good cause, the Institute reserves the right to refuse any reimbursement of fees. In any event the tuition fees are not refunded. Proportionate part of board, etc., may be refunded.


Each student is entitled to the washing of twenty *plain* pieces a week. For extra pieces, the student pays at laundry rates.

No deduction is made for time lost, except in case of protracted illness of the pupil while absent from Institute, or continued absence due to other providential causes. The extra care, attention and expense involved in case of sickness in the Institute, for which no extra charge is made, are generally not adequately provided for by the regular charges.

The dormitories are arranged and furnished for two young ladies in each, and under ordinary circumstances it is expected that no young lady will room alone. If in any case it becomes necessary to depart from this rule, a charge of \$15 per session of nine months will be made for use of the room.

Pupils are liable for special damages to furniture or building other than ordinary wear.

The Principal cannot make advances of money for books, stationery, express charges and other incidental expenses.

 For catalogues and further information, apply to

WILLIAM HOLMES DAVIS, PRINCIPAL,

*Danville, Va.*

All private letters to Mr. Davis should be marked "Private" on envelopes.

## CALENDAR.

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### COMMENCEMENT, JUNE, 1902.

Sunday, June 1, 11 A. M., Annual Sermon by Rev. Alonzo Monk, D. D., Atlanta, Ga., in Main Street M. E. Church, South.

Monday, June 2, 8:30 P. M., Exercises Preparatory Department in Institute Chapel.

Tuesday, June 3, 8:30 P. M., Final Concert in Institute Chapel.

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### SESSION 1902-1903.

Patrons will make out a list of studies for each pupil. Pupils in Danville will please bring lists and register between 9 A. M. and 12 M., on September 8, 9, 10.

Session begins Thursday, September 11, 10:30 A. M.

Second Term begins Thursday, January 29, 1903.

Session closes Wednesday, June 3, 1903.

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### HOLIDAYS.

Thanksgiving, one day—From Wednesday, 3:30 P. M., to Thursday, 9:30 P. M.

Christmas—3:30 P. M., December 19, to 8:40 A. M., January 5.

Easter, two days—3:30 P. M., Thursday, to 9:30 P. M., Monday.















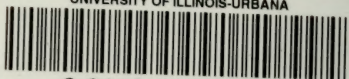








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